

DOCUMENT RESUME

ED 365 726

TM 020 964

AUTHOR Petry, John R., Ed.; And Others  
 TITLE Mid-South Educational Research Association Annual Meeting Proceedings Containing the Abstracts of Discussion Sessions, Display Sessions, Symposia, and Training Sessions (22nd, New Orleans, Louisiana, November 10-12, 1993).  
 INSTITUTION Mid-South Educational Research Association, MS.  
 PUB DATE Nov 93  
 NOTE 166p.  
 PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC07 Plus Postage.  
 DESCRIPTORS \*Academic Achievement; Cognitive Style; Conferences; Educational Assessment; Educational Improvement; \*Educational Research; \*Elementary Secondary Education; \*Higher Education; Student Characteristics; Student Evaluation; Teacher Education; \*Theory Practice Relationship  
 IDENTIFIERS \*Mid South Educational Research Association; \*United States (South Central)

ABSTRACT

The Mid-South Educational Research Association is a nonprofit organization established to encourage quality educational research in the Mid-south and to promote in the schools the application of the results of quality educational research. These proceedings present more than 400 abstracts of discussion-session papers, display sessions, symposia, and training sessions covering the spectrum of educational research from early childhood through postsecondary programs. Subjects include academic achievement, learning styles, teacher education, student characteristics, teaching methods, and methods of student evaluation. The constitution of the Mid-South Educational Research Association and lists of past presidents and award recipients are attached. (SLD)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

# Mid-South Educational Research Association

## PROCEEDINGS

ED 365 726

U. S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

✓ This document has been reproduced as  
received from the person or organization  
originating it.  
: Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

H. L. BOWMAN

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."



### Twenty-Second Annual Meeting

New Orleans, Louisiana

November 10-12, 1993

**PROCEEDINGS OF THE  
TWENTY-SECOND ANNUAL MEETING  
OF THE  
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION**

**CONTAINING THE ABSTRACTS OF DISCUSSION SESSIONS,  
DISPLAY SESSIONS, SYMPOSIA,  
AND TRAINING SESSIONS**

**JOHN R. PETRY, EDITOR  
CHARLES FITZGERALD, ASSISTANT EDITOR**

**LORRAINE ALLEN**

**ELIZABETH WELCH**

**NOVEMBER 10-12, 1993  
NEW ORLEANS, LOUISIANA**

# MSERA OFFICERS, DIRECTORS, AND EXECUTIVE SECRETARY

1993

## OFFICERS

Robert L. Kennedy--President  
University of Arkansas, Little Rock

Judith A. Boser--Past President  
University of Tennessee, Knoxville

Diana M. Lancaster--Vice-President/President-Elect  
LSU School of Dentistry

Joan M. Butler--Secretary-Treasurer  
Sudduth School, Starkville, MS

## DIRECTORS

Landa L. Trentham (AL)  
Auburn University

Gloria A. Turner (AL)  
State Department of Education

John M. Enger (AR)  
Arkansas State University

E. Dean Butler (At Large)  
Memphis State University

Bette H. Burruss (KY)  
Western Kentucky University

James R. Flaitz (At Large)  
University of Southwestern Louisiana

Susan K. Kappelman (LA)  
Jefferson Parrish Public Schools

Glennelle Halpin (At Large)  
Auburn University

Vernon D. Gifford (MS)  
Mississippi State University

Dorothy D. Reed (At Large)  
Headquarters Air University

Ernest A. Rakow (TN)  
Memphis State University

Beatrice Baldwin (LEA)  
Southeastern Louisiana University

Ariene T. Amos (LEA)  
Choctaw County (MS) Schools

## EXECUTIVE SECRETARY

Harry L. Bowman, Southern Association of Colleges and Schools

**MSERA SESSIONS ARE OPEN ONLY TO MSERA MEMBERS WHO ARE REGISTERED AT THE ANNUAL MEETING. BADGES SHOULD BE WORN TO ALL SESSIONS TO ENSURE ADMISSION.**

The Mid-South Educational Research Association was organized on March 20, 1972, on the campus of the University of Mississippi. It is a non-profit organization whose purpose is to encourage quality educational research in the mid-south and to promote in the schools the application of the results of quality educational research. Any person who supports the purpose of the Association is eligible to join the Association.

## ACKNOWLEDGEMENTS

The Annual Meeting of the Mid-South Educational Research Association is always an exciting event, and this year promises to be no exception. Well over 400 presentations have been scheduled to provide a wide variety of interesting topics for your enjoyment. In addition, there are breakfasts and evening receptions and more activities in between. I believe your stay will be a pleasant one, and more so if you participate in these events.

Participation is a key word in MSERA. Well over 100 members have worked together to make this meeting possible. From directors to committee chairs to proposal reviewers, the responsibilities have been shared throughout the Mid-South region and beyond. I appreciate very much the support you as members have provided. You can certainly enjoy a job well done.

In particular, I will recognize a few people who have been especially helpful to me throughout the year, though I hesitate because so many have volunteered. Nevertheless, I thank Judy Boser, Immediate Past-President, who was always willing to share her wisdom and experience; Diana Lancaster, President-Elect, who accepted responsibilities without complaint and executed them extremely well; Rita Zerr, Local Arrangements Chair, who overcame a number of adversities to ensure that our accommodations were first rate; David Bell, Program Chair, who worked very hard to prevent conflicts of first authors and completed the assignments ahead of schedule; Robert Calvery, Evaluation Chair and ace decision-maker, who will keep tabs on our sessions; Dan Fasko, Publications and Communications Chair, who gave new life and meaning to that role; and Dwight Hare, Researcher editor, who was always prepared when the deadlines arrived even though some of us (myself included) were not.

Certainly, I must include John Petry, Proceedings editor, for his tireless work. The Proceedings is his baby, which is why he is frequently seen holding copies in his arms (Sorry, John). Joan Butler, Secretary/treasurer, who is in the middle of the first two-year term for that office, has been handling record numbers of registrations and memberships. Thanks also go to Harry Bowman, Executive Secretary, who has continued in that role from afar.

In addition, we have quite a few committees with chairs and numerous members. While their services are very important, often they are done behind the scenes, out of view. I appreciate their fine work.

I also add my thanks for the generous support of the College of Education of the University of Central Arkansas, Western Kentucky University, and the University of Arkansas, Little Rock, throughout the years as I enjoyed several roles in MSERA. The faculty, staff, and administration of the Colleges of Education of each institution helped in many ways, from sharing the work themselves to indulging my absences for various meetings. Thanks, too, to the institutions who in many ways help support our members, including the Executive Secretary; and our publications, local arrangements, and the Joint University Reception, to cite only a few examples. Contributions to the reception are always welcome, by the way.

Thanks, especially though, to all you members who show your support by being here and by volunteering to participate wherever you are needed. No meeting is possible without your contributions.

Finally, thank you for the wonderful opportunity to serve you as President this year. It has been exciting, occasionally breathtaking, frequently fun, but always humbling to know how small was my role and how large was yours.

Rob Kennedy  
MSERA President, 1993

## 1993 MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION MEETING AGENDA

### Tuesday, November 9, 1993

- 3:00 p.m. - 6:00 p.m. Board Meeting, Bayou Jean Lafitte  
7:30 p.m. - 9:00 p.m. Dinner, Bayou Jean Lafitte

### Wednesday, November 10, 1993

- 8:00 a.m. - 3:00 p.m. Registration, Outside Bayou Jean Lafitte  
8:00 a.m. - 8:50 a.m. New Members' Reception, Bayou Jean Lafitte III  
9:00 a.m. - 5:00 p.m. Six Sessions  
12:00 p.m. - 1:30 p.m. MSERF Luncheon, Board Room  
5:30 p.m. - 6:30 p.m. Keynote Address, Bayou Jean Lafitte  
6:30 p.m. - 7:30 p.m. President's Reception, Atrium/Lafayette A

### Thursday, November 11, 1993

- 8:00 a.m. - 5:00 p.m. Registration, Outside Bayou Jean Lafitte  
7:30 a.m. - 8:45 a.m. MSERA and MSERF Board of Directors Breakfast, Reserved Section, Sugar House Restaurant  
7:30 a.m. - 8:45 a.m. Graduate Students' Breakfast, Bayou Jean Lafitte III  
9:00 a.m. - 5:00 p.m. Six Sessions  
5:15 p.m. - 6:15 p.m. Business Meeting, Bayou Jean Lafitte  
7:00 p.m. - 8:00 p.m. Joint University Reception, Bayou Jean Lafitte

### Friday, November 12, 1993

- 7:30 a.m. - 8:45 a.m. Presidents' Breakfast, Bayou Teche  
8:00 a.m. - 11:00 a.m. Registration, Outside Bayou Jean Lafitte  
9:00 a.m. - 12:00 p.m. Six Sessions  
1:00 p.m. - 4:00 p.m. Kaufman Workshop, Bayou Jean Lafitte (Refreshment Breaks at 2:00 p.m. and 3:00 p.m.)  
7:00 p.m. - 9:00 p.m. Dinner, Jazz Cruise, Steamboat Natchez (Toulouse St. Wharf)

TABLE OF CONTENTS

MSERA OFFICERS AND DIRECTORS, 1993.....iii

ACKNOWLEDGEMENTS..... v

MEETING AGENDA..... vii

ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY..... 1  
SESSIONS, SYMPOSIA, AND TRAINING SESSIONS

MSERA CONSTITUTION AND BYLAWS..... 139

PAST PRESIDENTS OF MSERA AND PREVIOUS RESEARCH..... 147  
PAPER AND DISSERTATION/THESIS AWARD WINNERS

INDEX OF PARTICIPANTS..... 151

**ABSTRACTS OF DISCUSSION SESSIONS, DISPLAY SESSIONS,  
SYMPOSIA, AND TRAINING SESSIONS**

**TUESDAY, NOVEMBER 9, 1993**

- 3:00 p.m. - 6:00 p.m.    **BOARD MEETING..... Bayou Jean Lafitte**
- 7:30 p.m. - 9:00 p.m.    **DINNER..... Bayou Jean Lafitte**

**WEDNESDAY, NOVEMBER 10, 1993**

- 8:00 a.m. - 5:00 p.m.    **REGISTRATION..... Outside Bayou Jean Lafitte**
- 8:00 a.m. - 8:50 a.m.    **NEW MEMBERS' RECEPTION..... Bayou Jean Lafitte III**
- 9:00 a.m. - 9:50 a.m.    **ACHIEVEMENT (Discussion)..... Bayou Jean Lafitte**

**Presider:**                    E. Dean Butler, Memphis State University

**Presenters:**                "HEALTH LOCUS OF CONTROL AND SCHOOL ACHIEVEMENT IN MIDDLE SCHOOL STUDENTS"

Larry G. Daniel, University of Southern Mississippi; Linda LeBert, Immaculate Conception Cathedral School; and Juanita Haydel, St. Charles Parish (LA) Public Schools

It is generally believed that good health habits will increase school attendance and school achievement. Despite the attention given to building student health habits, little attention has been given to students' health locus of control (i.e., determining whether students view themselves or others as primarily responsible for their overall health). Educational researchers have explored the links between general locus of control, school attendance, and student achievement, with a solid base of extant studies justifying that some degree of correlation exists among these variables.

The purpose of the present study was to determine whether middle school students' perceived health locus of control is related to students' group achievement test scores and their school attendance records. A cohort of seventh- and eighth-grade students was administered the children's version of the Multidimensional Health Locus of Control (MHLC) Scales. California Achievement Test (CAT) composite subscale scores were compiled for these same students, as was a record of the days present during the previous school year. Canonical correlation analysis was utilized to test the hypothesis that HMLC scores would be related to CAT scores and school attendance. A moderate relationship was found among the variables. Implications of the findings on educational practice are offered.

**"RELATIONSHIPS AMONG SCORES ON THE ENHANCED ACT AND GENDER, RACE, SCHOOL, AND SCORES ON THE STANFORD ACHIEVEMENT TESTS AT GRADE EIGHT"**

Charles W. Davidson, University of Southern Mississippi

The purpose of this study was to determine the efficacy of using gender, race, high school attended, and various total scores at the eighth grade on the Stanford Achievement Tests (SAT) to predict scores on the Enhanced ACT. Data of 150 high school juniors from three high schools were obtained on each of the variables.

Significant relationships were found between the ACT English, the ACT Mathematics, and the ACT Reading, the ACT Science Reasoning, and the ACT Composite scores and the best weighted set of predictors. Prediction equations were developed for each of the principal scores on the Enhanced ACT.

The early prediction of scores on admission tests, such as the ACT, allows time for corrective action to be taken or for educational plans to be formulated that are more realistic.

**"THE EFFECT OF RANDOM ASSIGNMENT ON ELEMENTARY STUDENTS' READING AND MATHEMATICS ACHIEVEMENTS"**

Jayne Boyd-Zaharias and Barbara A. Nye, Tennessee State University, and C. M. Achilles, University of North Carolina, Greensboro

The purpose of this study was to determine if random or non-random assignment to classes provides achievement benefits to students in grades 1-3. Achievement measures were the Total Reading and Total Mathematics subscores from the Stanford Achievement Test (SAT) and the reading and mathematics subscores from the Basic Skills First test (BSF). Data sources were the randomly assigned "regular-size" classes (22-26 students per class) from the longitudinal, experimental Student/Teacher Achievement Ratio (STAR) study and non-randomly assigned classes in comparison schools from STAR districts.

Analysis included cross-sectional comparisons of randomly-assigned students (n=499) and non-randomly assigned students (n=658) and comparisons of class means (between 18 and 28 classes per condition) in grades 1, 2, and 3 using ANCOVA. Gain scores (SAT data) from grades 1-2, 2-3, and 1-3 between 261 and 465 pupils per condition) were also compared using ANCOVA. Results from analyses of cross-sectional data clearly favored random assignment of students by grade 3 ( $p \leq .01$ ) and measured by SAT and BSF reading and mathematics subscores. Positive cumulative effects (gain scores from 2-3 and 1-3 for mathematics achievement (SAT) also favored random assignment ( $p \leq .000$ ).

**"AN EXPLORATORY STUDY OF THE RELATIONSHIP OF TEST-WISENESS, ANSWER-CHANGING, AND TEST PERFORMANCE"**

David T. Morse and Linda W. Morse, Mississippi State University

The purpose of this study was to determine whether answer-changing may be considered a part of the broader domain of test-wiseness skills. Data were from 51 undergraduates who took two multiple-choice tests comprising 99 items, a measure of test-wiseness, and a questionnaire on selected test-taking strategy.

Most of the students (82%) changed at least one answer on the first or second test. Changed answers were observed on 86 of 99 items. Answer-changing improved performance, with a net gain of about one point per test. The ratio of students who gained to students who lost points by answer-changing was over 3:1 for the first test and 5:1 for the second. Significant correlations were observed for several test-taking strategy questions, test-wiseness, test performance, and net gain from answer-changing ( $p < .01$ ). Stepwise multiple regression indicated test-wiseness, total wrong-to-wrong answer changes, perceived test-taking skills, and reported threshold of confidence for changing answers explained 59% of variation on aggregate test performance ( $p < .01$ ).

These findings support the consideration of answer-changing as a facet of test-wiseness. Since other research indicates that test-wiseness skills can be improved, attempts to teach answer-changing strategies might prove beneficial to students.

**9:00 a.m. - 9:50 a.m. TEACHER EDUCATION (Discussion)..... Bayou Teche**

**President: Qaisar Sultana, Eastern Kentucky University**

**Presenters: "BREAKING THE MOLD IN TEACHER PREPARATION: AN INTEGRATED PROGRAM FOR PREPARING THE TWENTY-FIRST CENTURY TEACHER"**

**Bob Lumpkins, Fred Parker, and Georgine Steinmiller, Henderson State University**

The twenty-first century teacher will be responsible for guiding the learning of children who were born into the world of changing cultural values, parenting practices, and mind-boggling technological gizmos. Will teachers be prepared? Should major changes be made in the teacher preparation process. The answer to both questions is a resounding yes.

Leading authorities and professional organizations, such as the National Council for Exceptional Children (CEC), advocate full inclusion of all children in regular classes throughout the school day. The concept of "full inclusion" will demand that regular and special education teachers work closely in planning and carrying out the instructional program.

The Elementary/Early Childhood/Special Education faculty at Henderson State University, along with representatives from the Arkansas State Education Department and representative faculty from four

WEDNESDAY, NOVEMBER 10, 1993

area school districts, have begun a program of change for breaking the mold in teacher preparation programs. Initial exploration includes the implications of concepts such as Inclusion, Technology, Equity and Integration on teacher preparation.

This presentation addresses the review of the literature, current state of inclusion, and how Henderson State University will address these needs.

**"PREDICTION OF CMEE AREA SCORES FROM NTE-GK AND NTE-CS SCORES FOR AREAS WITH ONLY 25-60 EXAMINEES PER SUBJECT AREA"**

William F. Ferguson and J. T. Johnson, University of Southern Mississippi, and Gary J. Benton, Mississippi State University-Meridian

The purpose of this study was to develop prediction equations for the Content Mastery Examination for Educators (CMEE) and the NTE-General Knowledge and NTE-Communication Skills subtests. In 1991, Mississippi approved the CMEE as an "alternate route" for non-teacher education majors and for currently certified teachers to obtain additional certification areas. CMEE scores from all persons tested in Mississippi over the past two years were obtained.

In a parallel study, only subject fields with complete data-sets of 90 or more persons per field were considered. For the current study the remaining subject fields with the highest data sets were used: Biology, Business Education, and Chemistry. Because of a lack of adequate numbers, five other areas were omitted. Through multiple linear regression techniques, b-weights and reliability estimates were obtained.

While not as definitive as the parallel study results, these findings still should be valuable to persons with NTE scores who wish to determine their chances for passing a CMEE area test before risking their money. It also should be of value to those who set the "cut scores" in such situations.

**"AN INVESTIGATION OF THE CULTURAL SENSITIVITY LEVEL OF ELEMENTARY PRESERVICE TEACHERS"**

Louise E. Davis and James S. Turner, Mississippi State University

The purpose of the study was to determine if elementary preservice teachers were culturally sensitive. Gertrude Henry's Cultural Diversity Awareness Inventory (1991) was used to determine the level of sensitivity in five areas: cultural awareness, culturally diverse family, cross-cultural communication, assessment, and creating a multicultural environment. Other factors measured were race/ethnicity, participation in a multicultural education course, and type of high school attended. The inventory was administered to 471 subjects from the colleges of education in one major state institution and one historically black state institution from Alabama, Arkansas, Georgia, Louisiana, Mississippi, and Tennessee.

The inventory was analyzed by comparative analysis using descriptive statistics. A multivariate analysis of variance was used to determine the difference in groups on multiple dependent variables.

Elementary preservice teachers were shown to be culturally sensitive. The study indicated that race/ethnicity, participation in a multicultural education course, and high school attendance at either a private, parochial, or public school did not make a difference in the level of sensitivity in the subjects.

**"THE URBAN TEACHER SELECTION INTERVIEW: INTERNAL VALIDITY"**

Maryan K. Baskin and Steven M. Ross, Memphis State University

Since a cumulative score is not computed for the Urban Teacher Selection Interview, item rating does not appear to be operationally related to the overall ranking and final categorization of teacher education candidates. The purpose of this study was to determine the extent to which, during the final decision-making process, the interviewers ranked and categorized candidates on the basis of the information collected during the interview. Subjects were 33 candidates for an alternative licensure program and had been recommended for the program by administrators from four local school districts. Trained interviewers worked in pairs to conduct the interviews. Candidates were scored, using the Urban Teacher Selection Interview Continua Rating Form, on 14 items in seven areas: Persistence, Response to Authority, Application of Generalizations, Approach to At-risk Students, Personal vs. Professional Orientation, Burnout, and Fallibility.

Multiple regression was used to determine which items best predicted the final rankings. Only

one item, Application of Generalizations-A, surfaced as a significant predictor of final ranking ( $p < .019$ ). Pearson product moment correlations were computed to determine the degree to which each dependent variable correlated with final ranking. Eight of 14 items on the interview correlated significantly with the final ranking. However, of the six items that did not correlate to final ranking five were highly correlated with other items within the interview. Based on these findings, the Urban Teacher Selection Interview does seem to have a reasonable degree of internal validity.

9:00 a.m. - 9:50 a.m. **ATTITUDES (Discussion)..... Bayou D'Arbonne**

Presider: Clifford A. Hofwolt, Vanderbilt University

Presenters: "THE MISSISSIPPI GULF COAST PUBLIC'S ATTITUDE TOWARD THE PUBLIC SCHOOLS"

Eric F. Luce, Dennis Krystek, Robert Cortner, Diana Kimberling, and Leslie Munn, University of Southern Mississippi/Gulf Coast

The purpose of the study was to compare education perceptions in southern Mississippi with nationwide trends identified by the 1992 Gallup/Phi Delta Kappa Poll. Another purpose of the study was to involve graduate students of educational research and of issues in secondary education as participants in a significant research enterprise.

Four-hundred seventy residents of the Mississippi Gulf Coast were identified and interviewed through a process of systematic random sampling using telephone directory listings. Distribution of sample respondents was approximately proportional to relative population levels for Hancock, Harrison, and Jackson counties. Respondents opinions were sought on the subjects of grading the public schools, public attitudes on change and school improvement, as well as on the biggest problems facing schools.

Data from this survey suggest that in southern Mississippi on the Mississippi Gulf Coast the public was in step with nationwide trends by many measures, wanted improvement in its public schools, but had little faith in its elected leaders to bring this improvement about. It also seemed that the Mississippi Gulf Coast public believed that the public schools were better than they were given credit for being.

**"STUDENT TEACHER JOURNALS: REFLECTIVE AND NONREFLECTIVE"**

Gloria D. Richardson, Mississippi State University-Meridian

The purpose of this qualitative study was to examine the journal of a student who was given directions to reflect on her student teaching experiences in prescribed areas and ways and the journals of two students who were not given any directions concerning the content of their journals. Prior to examination of the journals, a list of expectations was generated concerning the journal content. The research question posed was, "Does a student teacher who reflects on experiences in practice teaching appear to express more success than student teachers who practice no reflective thinking?" Possible implications of the study are the need for additional instruction on reflective thinking and additional preparation of student teachers to think critically about their experiences prior to and after actual classroom teaching.

**"A COMPARISON OF REGULAR CLASSROOM TEACHERS VERSUS SPECIAL EDUCATION TEACHERS' ATTITUDES TOWARD MAINSTREAMING STUDENTS WITH SPECIFIC LEARNING DISABILITIES (SLD)"**

Demarius McFadden and Gloria D. Richardson, Mississippi State University-Meridian

The purpose of this study was to determine if there was a significant difference in the attitudes of regular classroom teachers versus special education teachers toward the mainstreaming of students with specific learning disabilities. A 45-item questionnaire was provided to 25 regular classroom teachers and 25 special education teachers on content pertaining to SLD skills.

Results of this study revealed significant differences of 10 of the 45 items included on the questionnaire. An analysis of these 10 significant items highlights the importance of interaction among regular and special educators to better educate students with specific learning disabilities.

**WEDNESDAY, NOVEMBER 10, 1993**

**9:00 a.m. - 9:50 a.m. LEARNING STYLES (Discussion).....Diamond A**

**Presider: Don H. Kellogg, University of Tennessee-Martin**

**Presenters: "COGNITIVE STYLE INFLUENCE IN REACTING TO PICTURES"**

**Darlene H. Ogden, Eastern Kentucky University**

The purpose was to explore the influence of cognitive style, specifically field dependence-independence (FD-FI), on male/female reactions to pictures of different complexity.

Stimuli were randomly-sequenced 35mm color slides presented to 199 university students. The 50 highest and 50 lowest scores on the GEFT (Group Embedded Figures Test) comprised the analyzed sample. Picture complexity was categorized as 1-figure, 2-figure, and 3-figure. Responses were classified as "specific" (something in the picture) or "general" (not in the picture) and were analyzed using chi-square.

Significant gender differences were found. Males made more specific responses, and females made more general responses than expected. F-D males and females tended to respond in opposite patterns, and F-I males and females tended to respond in opposite patterns. Responses to 2-figure pictures tended to differ in direction from the other two levels.

The study has implications for use of pictures in textbooks. Level of students' interpretations might vary as a function of one or all these factors.

**"THE COMPREHENSIVE LEARNING CENTER: A PARADIGM FOR SUCCESS"**

**Howell C. Garner and Kendall Chapman, Copiah Lincoln Community College**

The purpose of the study was to determine the effects of time spent by students in a Learning Center environment on grade performance.

The Learning Center staff kept a record of the number of minutes each student spent in the Learning Center, by instructor and subject area. This information was entered into a computer on a daily basis. At the end of the semester an alphabetical list of students was developed by class, with the total number of minutes each student spent in the Learning Center. This report was merged with a grade report for the same class, allowing the researcher to collect data showing the relationship of course grade with number of minutes spent in the Learning Center. The data were compiled to show the average number of minutes spent for each category of grades assigned by the instructor for that class.

Data collected indicated that there was a positive correlation of time spent in the Learning Center and the grades made by students in specific subject areas. The implication of this research is that time spent in the Learning Center will prepare the student to make better grades in a given subject area.

**"THE DYNAMISM OF COGNITIVE STYLE OF PREPROFESSIONAL EDUCATORS"**

**F. Morgan Simpson, Sarah C. Portis, and Robert A. Wieseman, Auburn University at Montgomery**

The purposes of this study were to examine student cognitive style at the beginning and end of preprofessional training and to examine academic performance in six undergraduate courses. Cognitive style of 537 students was assessed with the Group Embedded Figures Test (GEFT) when students entered their first education course. Data for academic performance were grades gathered from required general studies courses and the first education course.

Initial and intern field-dependent/independent scores, course grades from six courses, and gender were collected for all subjects. The field-dependent/independent scores were compared with a T-test. A factorial ANOVA was used to analyze scores and course grades. Expectancy tables were constructed.

Results indicated that preservice educators tend to become more field-independent by the end of the internship experience. Males tended to be more field-independent than females; females performed better academically. Grades in courses for students scoring in the middle category (six to twelve) were more likely to make A, B, or C course grades than students in the high (13-18) and low (zero to five) categories.

**"GRADE LEVEL DIFFERENCES IN STUDY SKILLS AND CONCEPTIONS OF INTELLIGENCE OF SECONDARY SCHOOL STUDENTS"**

**WEDNESDAY, NOVEMBER 10, 1993**

Patricia Clark Blake, Sloan-Hendrix (AR) High School; Stacey Sloas, Harrisburg (AR) High School; and John R. Slate and Craig H. Jones, Arkansas State University

Despite major efforts at school reform, significant academic gains have not been forthcoming. One reason undoubtedly lies in the poor study skills possessed by secondary school students. Moreover, variables such as the conceptions of intelligence probably mediate student development and use of academic skills. Students in grades 7-12 (N=165) at a secondary school in the Mid-South regarding their study skills and conceptions of intelligence were surveyed.

Students reported that they typically performed less than 46% of the skills measured. Study skills improved from the seventh through eighth grades and then decreased steadily until the twelfth grade, when a slight improvement was noted. Although conceptions of intelligence did not differ across grade levels, study skills were significantly related to conceptions of intelligence. Students with an entity view (i.e., believe that effort does not affect ability or performance) reported weaker study skills than did students with an incremental view (i.e., believe that both ability and performance can be improved with effort).

Findings were very similar to those of previous studies supporting generalizability. Implications for developing students academic skills are discussed.

**9:00 a.m. - 9:50 a.m. REACHING OUT TO AT-RISK ADOLESCENTS THROUGH INTENSIVE UNIVERSITY-SCHOOL COLLABORATION (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** Ned B. Lovell, Mississippi State University

**Presenters:** "INTENSIVE INTERVENTION: AN OVERVIEW"  
Melvin E. Franks and Ned B. Lovell, Mississippi State University

"SERVICE LEARNING THROUGH AGENCY COOPERATION"  
Charles A. Fowler, Mississippi State University

"INVOLVING HARD-TO-REACH PARENTS OF ADOLESCENT CHILDREN IN THE SCHOOLING PROCESS"  
Tracy Y. Summers and Jack Blendinger, Mississippi State University

"CAREER GUIDANCE AND THE AT-RISK ADOLESCENT"  
Carolyn Thigpen and Alberta Henderson, Mississippi State University

"PROMOTING SELF-ESTEEM THROUGH ENRICHMENT"  
Linda T. Coats, Mississippi State University

This symposium presents the outcomes of an intensive summer intervention project involving 117 at-risk adolescents. Professors, graduate students in school administration, community agencies and service groups, and school district personnel worked together in an intensive five-week program to reach junior high students who had experienced failure and behavior problems during the school year.

Franks and Lovell present an overview of the intervention project that addressed enrichment activities, parent involvement, service learning, career guidance, and agency collaboration. Descriptive statistics utilizing the Self-Observation Scale as a measure of self-esteem, program surveys, observation, and interviews were used to measure project outcomes.

Fowler describes how the project involved at-risk adolescents in community-based service learning made possible through agency cooperation. Holistic instruction was emphasized. Observation and interviews were the qualitative measures used to assess outcomes for this component of the project. This collaborative effort of both public and private agencies was mutually satisfying and helped meet the developmental needs of the student population.

Summers and Blendinger present results of the parent involvement component. The purpose of this part of the project was to determine the perceptions of parents toward the quality of their children's schooling and respect for teachers after having experienced an intensive university-school intervention effort. Chi-square tests were used to measure the parent's perceptions, and the findings indicated that the project had a positive effect.

Thigpen and Henderson describe their experience in bringing "at-risk" adolescents to a university campus for career counseling sessions. Qualitative measures involving focused observation were used to assess the impact of this program component.

Coats describes how student involvement in enrichment activities enhance self-esteem. As a

WEDNESDAY, NOVEMBER 10, 1993

result of being introduced to innovative arts and crafts and different cultures, the student level of regard for herself or himself increases, thus reflecting in-classroom work and class conduct. Enrichment activities presented in a setting of this type provide the opportunity for at-risk students to strengthen their limited scope of life.

**9:00 a.m. - 9:50 a.m. RESEARCH METHODOLOGY (Display Session).....Bayou Jean Lafitte III**

**Presenters: "A GRAPHICS USER INTERFACE PROGRAM FOR COLLECTING AND ANALYZING ECOBEHAVIORAL DATA"**

David W. Walker and James A. Siders, University of Southern Mississippi

Recently, single subject researchers have attempted to answer the following types of questions: "What affects do environmental events have on student behavior?" "How are environmental events and behaviors sequenced in time?", and "What is the sequential impact of various environmental and behavioral events upon one another?" These questions are answered by conducting what has become known as ecobehavioral research and uses a data analysis procedure known as sequential analysis. In the past, the sequential analysis of behavioral patterns has been extremely difficult to conduct and interpret because of the amount of computer output obtained and the practically impossible hand calculations needed.

This session describes a graphics user-interface software program that runs on any MS-DOS system using Windows that has 4MB of RAM. The presenters describe and demonstrate through the use of a screen projection system how this program may be used to record data on multiple environmental and behavioral variables in "real-time." In addition, the presenters describe and demonstrate the types of data analysis procedures that may be conducted by the program. Example screen displays of various data analysis tables produced by the program are provided.

**"THE FUNCTION OF CONSTRUCTS ABOUT INQUIRY IN RESEARCHERS' DECISION-MAKING"**

Suzanne B. Huffman, Memphis State University

The display is based on an examination of alternative research approaches that have emerged in recent years. The purpose was to evaluate the usefulness of the traditional paradigm taxonomy for research in a post-modern world. By thinking in terms of post-positivist, constructivist, or critical theory, we may not address important ontological and epistemological assumptions, nor understand their implications.

The method employed in this inquiry was an introspective application of the triadic elicitation procedure developed by George Kelly to examine personal constructs. The consideration of 13 inquiry approaches, three at a time, to determine how two differed from the third, yielded important distinctions. The results of this analysis indicated that as researchers, methodological decisions may be based in hierarchically organized personal construct systems, aspects of which are frequently tacitly, rather than explicitly, understood and expressed.

The display portrays (a) the triadic elicitation procedure, (b) the dichotomous constructs emerging from this analysis, and (c) a graphic representation of the guiding metaphor for the inquiry. The presentation also depicts, as constructs, the methodological decisions guiding a companion study.

**"TOTAL QUALITY MANAGEMENT AS A PHILOSOPHICAL FRAMEWORK IN THE IMPLEMENTATION OF SACS' OPTIONAL EVALUATION CRITERIA FOR ACCREDITATION"**

Thomas C. Valesky, University of South Florida, and Frank W. Markus and Jorge O. Nelson, Memphis State University

The purpose of this paper was to determine if Total Quality Management (TQM) was an appropriate philosophical framework for implementing the Southern Association of Colleges and Schools' (SACS) optional school renewal accreditation process using outcomes-based criteria. The philosophy of TQM is based on the continuous improvement of processes in a system. Just as businesses that use TQM have improved quality through shared vision and governance, principals, schools, and school districts have reported similar results by focusing on the system to meet customer (students, parents, teachers, community) needs.

**WEDNESDAY, NOVEMBER 10, 1993**

The focus of this paper was a comparison and contrast of the SACS' evaluation criteria with the TQM steps to implementation. The findings propose a framework for the development of relevant training material for schools to include a combination of TQM and SACS' criteria, meeting the needs for both accreditation standards and current management reform.

**10:00 a.m. - 10:50 a.m. CURRICULUM (Discussion).....Bayou Jean Lafitte**

**President:** Gerald Dickinson, Arkansas State University

**Presenters:** "A LONGITUDINAL STUDY OF PRE- AND POST-REFORM ACT DATA ON ELEMENTARY MAJORS, 1982-1993"

Aubrey W. Shelton and James S. Turner, Mississippi State University

The purpose of the study was to determine the effects of various reforms on elementary education majors. Data were gathered beginning in 1982 and used to measure improved performance on standardized instruments. Nine hundred forty-two majors made up the three distinct research segments. The first part (1982-1984) used students who graduated prior to reforms as baseline data and compared them with graduates who had partial reforms. ACT and NTE scores were compared for significance. A second phase (1984-1988) studied predictive relationships between the previously mentioned tests and Mississippi's exam for college of education entrance. The latest segment compared the three groups: Group I, 82-84, none or partial reforms; Group II, 84-88, partial reforms; Group III, 88-present, all reforms.

Analysis of variance was used to test for significant differences between all three groups' ACT and NTE test scores. A step-wise multiple regression relating ACT predictor variables to the NTE was also used.

Group II and III had significantly higher ACT mean scores when compared with Group I. The best predictor of any NTE area was the ACT composite score. Significant improvements were not in the curriculum areas reformed.

**"IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PRACTICES IN THE MULTI-AGE AND MULTI-ABILITY CLASSROOM: A SURVEY OF KENTUCKY SCHOOL TEACHERS"**

Samuel Hinton and Brenda Addington, Eastern Kentucky University

The Kentucky Education Reform Act of 1990 (KERA) calls for the implementation of an ungraded primary program by the 1993-94 school year. Teachers are the practitioners whose application and creativity facilitate policy implementation; their opinions merit attention.

The purpose of this paper was to assess teacher perceptions on implementing developmentally appropriate practices in multiage/multiability classrooms in the Kentucky primary program. Developmentally appropriate practices call for the provision of curriculum and instruction that address the physical, social, intellectual, emotional, and aesthetic/artistic needs of young learners, and an integrated curriculum in which they can develop at their own pace. Multiage and multiability classrooms encourage flexible grouping and regrouping of children of different ages and abilities who may be assigned to the same teacher for more than one year.

A random sample of 36 public school teachers in Fayette and Madison counties, Kentucky, were administered a survey containing items on developmentally appropriate practices and the multi-age and multi-ability classroom. The Likert scale-type instrument was adapted from the recommended "best practices-possible options" list provided by the Kentucky Department of Education. It was expected that a majority of the respondents indicated that the recommended practices were being followed.

**"DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A CURRICULUM FOR RESPITE CARE PROVIDERS"**

Mitylene Arnold, Joan C. Harlan and Gary Mooers, University of Mississippi

The provision of in-home care is currently considered the placement mode of choice for children with developmental disabilities. Whether these children are placed in foster care, adoptive homes, or remain

with their natural families, the home environment is considered optimum, reflecting current best practices that are derived from the principle of normalization. In-home care tends to lead to society's desired outcomes for individuals with developmental disabilities; i.e., independence, productivity, and community integration.

The provision of respite care for families of children with developmental disabilities is not state policy in many states and was instituted as federal policy in the 1984 Respite Care and Crisis Nursery Act. This Act provides federal funding to states not currently providing respite care to demonstrate the need for such services and to provide a mechanism for their development. The discussion session presentation details the development, implementation, and evaluation of a curriculum to train respite care providers in Mississippi.

**"A COMPARISON OF THE EFFECTS OF TWO PHYSICAL EDUCATION PROGRAMS ON THE MOTOR ABILITY PERFORMANCES OF ELEMENTARY SCHOOL CHILDREN"**

E. C. O'Neal, Mississippi State University

The purpose of this study was to compare the effects of two programs of physical education, (1) developmental activities and games and (2) games only, on motor ability performances of elementary school children. Four classes of fourth-grade children and four classes of sixth-grade children who had a structured physical education program comprised the experimental groups. A control group was selected from a similar school that had no physical education. A total of 343 subjects were used in the study. The test instrument was the Johnson Motor Achievement Test. This test battery included the following: (1) agility run, (2) vertical jump, (3) kicking, (4) throwing and catching, and (5) batting. The statistics used were the one-way ANOVA and Duncan's Multiple Range on Means.

The results indicated that both experimental programs improved significantly the motor ability of fourth-grade boys and girls. The games only program significantly improved the motor ability of sixth-grade girls. Neither experimental program had a significant effect on the motor ability of sixth-grade boys. In general there were no significant differences in the two experimental programs. These results reinforce the need for physical education for elementary students. This is an important implication for administrators in the days of budget restraints.

**10:00 a.m. - 10:50 a.m. MATHEMATICS (Discussion).....Bayou Teche**

**Presider: Donald L. Grigsby, University of Alabama-Birmingham**

**Presenters: "A COMPARISON OF RAP MUSIC AND THE TRADITIONAL METHOD AS WAYS TO TEACH MULTIPLICATION TO AFRICAN-AMERICAN FOURTH GRADERS"**

**Myrtice Elaine Jackson-Fields, Tennessee State University**

The purpose of this study was to compare the use of rap music to teach African-American fourth graders multiplication facts with the traditional method in the elementary classroom. Research was obtained from two fourth-grade classrooms with a population of 42 students that experienced an experimental control group pretest - posttest design over a three-week period.

Data were collected and analyzed using correlated t tests, and analysis of covariance to test for significance between pretest and posttest and between the groups. Significance was accepted at the .05 level.

The results from these data revealed that there was a significant difference between the pretest and posttest scores for the experimental group. This group had an average pretest score of 68.3% for the entire group that increased to a mean posttest score of 80.0%. The control group reported an average pretest score of 70.2% for the entire group that increased to 76.0%. The male students were nearly 10 percentage points behind females in the experimental group, but overcame this deficit to score exactly the same as the females with an 80.0% showing.

**"EFFICACY OF COMPUTER ASSISTED INSTRUCTION IN THE AREAS OF MATH APPLICATION AND READING COMPREHENSION"**

**Gertrude R. Williams and Gloria D. Richardson, Mississippi State University**

The purpose of this study was to examine the SAT scores of 54 Chapter I students in the areas of math application and reading comprehension to determine if a Computer Assisted Instruction (CAI) program had a significant effect on the SAT scores of these students. Traditionally, Chapter I personnel analyze the data for each grade level of regular education and Chapter I students. Matched data for the years of 1992 and 1993 were used to determine possible gains or regressions.

Research has shown that CAI improves students' math scores but not their reading scores. The findings of this study revealed that reading comprehension scores improved but math scores did not. CAI can influence the reading scores of the lowest scoring students that may affect the curriculum development process, schedules, and future Chapter I programs.

**"EFFECTS OF USING A PROBLEM-SOLVING APPROACH TO ALGEBRA I INSTRUCTION"**

Cynthia W. Wilkins, Mississippi State University

The purpose of this study was to determine the effects of a problem-solving approach to instruction (PSAI) on eighth-grade Algebra I students. Comparisons were made of the scores from the 1991 and 1993 Subject Area Testing Program -- Algebra I of skills taught via PSAI and skills taught traditionally.

In 1991, 56 eighth-grade Algebra I students were taught seven skills traditionally and four skills via PSAI. Eighteen additional students were taught all skills traditionally. An independent t test showed the mean scores on the four PSAI skills were significantly higher ( $p < .001$ ) than the mean scores on the seven skills taught traditionally. In 1993, 51 eighth-grade students were taught all skills via PSAI and 44 students were taught traditionally. An independent t test of mean scores showed no significant difference ( $p > .05$ ) between the four and seven skills for either the PSAI or control groups. However, mean scores on the seven skills taught traditionally in 1991 but via PSAI in 1993 increased significantly ( $p > .001$ ).

It can be concluded that utilizing a problem-solving approach to teaching the Algebra I students resulted in higher mean scores. The paper includes additional evidence that the problem-solving technique helps increase retention and provides better transferability for higher mathematics classes.

**"A COMPARISON OF SELECTED SECOND- AND THIRD-GRADERS' MATH ACHIEVEMENT: SAXON VERSUS HOLT"**

Robert S. Calvery, Southside School (AR); George Wheeler, Arkansas College; and David Bell, Arkansas Tech

The purpose of this study was to determine if the Saxon Mathematics series produced gains in math achievement of elementary school students. Mathematics achievement was assessed for 190 students in the Southern Side School District, Batesville, Arkansas using the Stanford Achievement Test, Eighth Edition, during April 1992 and April 1993.

There were four sections of approximately 24 students in each group in grades two and three. One section in each grade received instruction in Saxon Math and the other three sections used the Holt Mathematics series. Mathematics achievement was measured using the total battery score for math, which consisted of a composite of three dimensions: Concept of Numbers, Math Computation, and Math Application.

Results of the study indicated that students who received Saxon instruction scored significantly higher ( $p < .05$ ) in total battery score in mathematics than students instructed in the Holt series. Based on this study, the use of Saxon Mathematics does produce gains in mathematics achievement of elementary school students.

**10:00 a.m. - 10:50 a.m. AT-RISK (Discussion).....Bayou D'Arbonne**

**President: Donna Hagen McCabe, Louisiana Tech University**

**Presenters: "CORRELATES OF PERCEIVED RISK AS RELATED TO HIV/AIDS"**

**Gerald Halpin and Glennelle Halpin, Auburn University; Marla Holbrook, Alabama State Department of Education; and Jon Holbrook, Birmingham-Southern College**

WEDNESDAY, NOVEMBER 10, 1993

The purpose of this investigation was to determine the bivariate and multiple correlations between measures of knowledge, self-concept, self-efficacy, assertiveness, and decision making (independent variables) and a measure of perceived risk as related to HIV/AIDS (dependent variable).

Subjects were 502 fifth-grade students in a suburban school district. All responded to measures of the independent/dependent variables that were developed for this study.

A significant multiple correlation was obtained between the five independent variables and the dependent variable,  $R^2=.33$ . The bivariate correlations between the independent variables and the dependent variables ranged from  $-.14$  to  $-.25$ ,  $p<.05$ . The standardized partial beta weights for self-efficacy and assertiveness were the most highly related to students' perceived risk of HIV/AIDS.

The results support the conclusion that as AIDS-related knowledge, decision-making skills, assertiveness skills, self-concept, and self-efficacy increase, students' perceived risk decreases. Implications for prevention/intervention efforts are discussed.

**"PROBLEMS WITH SOCIAL SECURITY DISABILITY CLAIMS AMONG SCHOOL-AGED CHILDREN"**

Sarah Broom, John R. Slate, and Craig H. Jones, Arkansas State University

Children with disabilities whose families meet eligibility criteria are eligible for Supplemental Security Income (SSI) monthly payments. A recent increase appears to have occurred in the number of disability claims filed, and this increase is draining the SSI trust fund. Though several reasons may explain this increase, one hypothesis, supported by teacher comments at a recent public hearing, is a high number of fraudulent claims. The purpose of this study was to examine school personnel's views regarding Social Security Disability claims among school-aged children.

A questionnaire was completed by 111 certified school personnel from school districts in northeast Arkansas. Participants responded to 14 questions that assessed their views regarding the SSI system and the behavior and academic deficiencies of children receiving SSI.

Factor analysis resulted in a nine-item attitude scale with an internal consistency of  $+0.88$ . School personnel expressed negative attitudes toward SSI, although those with more years of experience reported less negative attitudes toward SSI,  $F(3, 86)=3.46$ ,  $p<.05$ , than did those with fewer years of experience. These negative attitudes were based on the belief that the SSI system is being abused by parents who are having children fake disabilities in order to receive monthly payments. Implications are discussed.

**"THE CENTER SCHOOL: AN ALTERNATIVE FOR THE DROPOUT"**

Sonja R. McNeely and Norma T. Mertz, University of Tennessee

Typical dropout intervention programs have tended to try to improve student skills levels and to increase their motivation to graduate using a variety of tools. Different programs have provided a variety of forms of academic assistance to these students. The Center School, opened in the fall of 1989, was designed to serve as a reclamation tool for the county's dropouts (Knox County has the highest dropout rate of all the state's major cities). The Center School population had chosen to separate itself from traditional schooling for reasons other than those of academic inability.

A study was undertaken to determine what characteristics, if any, this population shared and their reasons for leaving their base (traditional) high schools. The study also undertook to discover what differences, if any, these students perceived existed between their base schools and The Center School such that they would have chosen to remain at The Center School and to graduate while they had chosen to separate themselves from their base schools and any hope of graduation. This study reports the results of this research and its implications for traditional education and the retention of this potential dropout group.

**10:00 a.m. - 10:50 a.m. EARLY CHILDHOOD EDUCATION (Discussion).....Diamond A**

**Presenter:** Franklin B. Jones, Tennessee State University

**Presenters:** "THE EFFECTS OF SAME-GRADE RECIPROCAL PEER TUTORING ON THE READING ACHIEVEMENT OF FIRST-GRADE STUDENTS IN A RURAL TENNESSEE PUBLIC SCHOOL"

Nancy A. Maddox, Tennessee State University

The purpose of this study was to test four hypotheses concerning same-grade reciprocal peer tutoring. The hypotheses were to determine if first-grade students who participated in a same-grade reciprocal peer tutoring program exhibited greater gains in reading achievement than first-grade students not participating in such a program. Using a nonequivalent control group design involving four intact classrooms and a t test for independent samples, pretest and posttest measures were analyzed. It was found that the control and experimental groups were essentially equal on the pretest measures. It was also found that first-grade students (N=52) who participated in a same grade reciprocal peer tutoring program did achieve statistically significant higher scores on the posttest measure (CAT: R) than first-grade students (N=50) who did not ( $t=2.06$ ,  $df=95.60$ ,  $p<.05$ ).

It was concluded that reciprocal, same-grade peer tutoring appeared to be a promising and cost-effective classroom strategy for enhancing reading instruction. Further studies on sex and ability-level pairings of reciprocal peer tutoring were recommended.

**"THE EFFECTS OF S2RE, A METACOGNITIVE LEARNING STRATEGY, ON THE READING COMPREHENSION OF ELEMENTARY STUDENTS"**

Gloria C. Beal, Mississippi State Department of Education, and Anita H. Hall and T. Lee Napier, Jackson State University

The purpose of this study was to investigate the effects of S2RE, a metacognitive learning strategy, on the reading comprehension of second-, third-, and fourth-grade students, and to evaluate the effects of S2RE on the metacognitive knowledge of third- and fourth-grade students. Reading comprehension scores from the 1991 (pretest) and 1992 (posttest) Stanford Achievement Test (Sat 8) were obtained for 218 students, randomly assigned to experimental (S2RE) and control (basal) reading instruction treatment groups. Grades three and four were also administered the Metacomprehension Strategy Index as a posttest measure of metacognitive knowledge.

Analysis of covariance revealed significant differences in reading comprehension by grade level and by grade level as compared by gender for grade three and grade three females in favor of the control group ( $p<.05$ ). Analysis of variance indicated a significant difference in metacognitive knowledge in favor of the experimental group or grade three and grade three females ( $p<.05$ ).

Although results indicated that the S2RE strategy is no more effective in improving reading comprehension than basal instruction, some of those receiving S2RE instruction did show significant gains in metacognitive knowledge, suggesting a need for a longitudinal study.

**"WHY CHILDREN CHOOSE THE BOOKS THEY DO FOR READING AND ENJOYMENT"**

Judy Ann Hale, Mississippi State University

The purpose of this pilot study was to determine why a purposefully selected group of three kindergartners and three first graders chose the books they did for pleasure reading. Data were collected from observations of the children while they made their individual selections at the library followed by structured interviews. Nonstructured interviews were also conducted with a focus group. These interviews centered around children's favorite books and reasons why they were the favorites. Conclusions were drawn from cross case analysis.

Results indicated that student reasoning for their book selection goes well beyond color and picture.

The implications for this study are far reaching. By providing children with books with the characteristics they enjoy reading, we are increasing the likelihood that children will be more interested in reading. With the emphasis in schools today on the integrated curriculum, it is vital that books selected for classroom use be books students will use.

**"WHAT A DIFFERENCE A FEW DAYS MAKE"**

John H. Degolyer, New Orleans; Phyllis Cuevas and Judy Shaver, McNeese State University; and Lee McElveen, New Orleans

WEDNESDAY, NOVEMBER 10, 1993

The purpose of this research was to investigate the relationship of the enrollment age of Head Start participants with their academic performance. Data were gathered from an evaluation; thus, there was an experimental group and a control group. The main concern was the effect of enrollment age on the seven subscales of skills measurement (gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal). If students did not participate in both the pretest and posttest assessment, their scores were not included as a subject in that subscale.

Pearson  $r$  correlation coefficients were computed for age pretest and age percentage gain scores using each of the subscales and both the experimental and control groups. The hypothesis tested was that no difference would exist between the two population correlation coefficients using the dependent samples. A total of 14 test statistics were computed with 13 showing significant differences ( $p < .01$ ).

Enrollment ages of students appear to have a significant bearing on performance of Head Start students. The investigation indicates that Head Start programs beginning more than once a year might remove the inequality of maturity.

**10:00 a.m. - 10:50 a.m. PARTNERSHIPS TO IMPROVE EDUCATION (Symposium).... Bayou Jean Lafitte II**

**Organizer:** Landa Trentham, Auburn University

**Presenters:** "OVERVIEW"  
Landa Trentham, Auburn University

This symposium discusses partnership arrangements that exist on many levels: between higher education institutions and schools and school systems, among a group of teacher preparation programs and industry, and within a teacher preparation program itself. These partnerships not only create true learning communities in which all are teachers as well as learners, they also make full use of personnel and financial resources. While the partnerships discussed benefit everyone involved, they are also cost effective ways to improve education. Audience participation is encouraged after the presentations.

**"STRENGTHENING TEACHER EDUCATION WITH TEACHERS IN RESIDENCE"**  
William L. Deaton, Auburn University at Montgomery

Outstanding master classroom teachers join the faculty of the School of Education for two years as Teachers in Residence. Future teachers benefit from professors with fresh classroom experiences, the school system employs full-time replacements for the teachers, and all involved in the partnership agreement realize substantial benefits. Collaborative scholarship, instruction, and research activities of faculty members and Teachers in Residence have expanded as a result of the program.

**"USING RESEARCH AND INFORMATION FROM THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS) TO IMPROVE EDUCATION"**  
Lynne Patrick and Landa Trentham, Auburn University

This presentation deals with the NBPTS's efforts and activities related to designing, field testing, and validating standards and national assessment procedures for identifying and certifying highly accomplished teachers. Background and information on the work of the NBPTS places the current state of research in context as it is related to national certification for teachers. Emphasis is given to how public school teachers and teacher educators can use the information from the NBPTS in professional development and programmatic change.

**"SCHOOLS, UNIVERSITIES, AND INDUSTRY WORKING TOGETHER TO IMPROVE EDUCATION"**  
Stephanie J. Bond, Auburn University

As various education reformers have pointed out, it is going to take all sectors of society working together to improve education. This paper describes one university's efforts to establish professional development systems and schools and to facilitate, with industry support, other teacher preparation programs' efforts to develop their own unique partnership arrangements.

**"PARTNERSHIPS THAT STRENGTHEN COLLABORATION"**

Dawn M. Ossont, Auburn University

The College of Education has adapted a modified model of Harold Lasswell's decision seminars as a process to assure the knowledge base of teacher preparation programs. Local school curriculum supervisors and content-area faculty from outside the College are part of each seminar. The participation of these "partners" has contributed greatly to discussions about program improvement and helped to build stronger collaborative efforts between teacher preparation programs and the practicing field. This presentation details the activities of the Curriculum Design Unit Assurance Seminars and the results of curriculum change.

**10:00 a.m. - 10:50 a.m. SCHOOL IMPROVEMENT (Display).....Bayou Jean Lafitte III**

**Presenters: "STEPS TO SCHOOL RENEWAL: A PRACTICAL GUIDE FOR ADMINISTRATORS"**

Janet C. Henderson and Katherine Wilson, Starkville (MS) Public Schools, and Walter E. Sistrunk, Mississippi State University

School renewal, improvement, and restructuring are frequent topics in the literature; yet, few practical guides accompany the literature. This display provides a model of school renewal that combines organizational change and collaborative planning. The model presents an overview of how a large elementary school, with an enrollment of 700 and a staff of 90, implemented a school renewal project while serving a diverse community population of university, local, and low socioeconomic families. The design focused on consensus building, involvement, commitment, small group processes, and collaborative planning. Results included the accomplishment of 95% of the 70 goals determined by the school. The display includes a slide presentation of the steps used, forms relevant to the process, analysis of the evaluation data, a practical guidebook for replicating the project, and a review of the literature.

**"SHARING SUCCESSES TOGETHER CONFERENCE: A SCHOOL/COLLEGE PARTNERSHIP IN FACULTY DEVELOPMENT AND TEACHER EDUCATION"**

Jane N. McHaney and William D. Impey, Kennesaw State College

In a major partnership undertaking, the School of Education at Kennesaw State College and the Cobb County Public Schools held a professional conference for nearly 6,000 teachers, administrators, staff members, college professors, and teacher education students. The conference, titled Sharing Our Successes, maximized the talents and resources of both institutions to provide an opportunity for all of the attendees to experience the same quality of learning that would be found at any major national conference. Because of the extraordinary size of the program and number of participants, the conference was organized at three different sites. A shared faculty development program for both partners and future teachers of this magnitude and complexity was a rare event and represents one of the first of its kind in the nation.

This display session shares the unique planning process used to develop this conference. Also on display are copies of the program, highlights, evaluation, and comments. The success of this collaborative partnership is one that other schools should replicate.

**"SCHOOL SYSTEM SIMULATION: AN EFFECTIVE MODEL FOR ANTICIPATING THE FUTURE"**

Jorge O. Nelson, Memphis State University

The purpose of this study was to review the literature regarding the theoretical rationale for creating a computer-based school system simulation to be used by educational leaders in problem solving and decision making.

The findings were based on the development of systems simulations after World War II and how these simulations have been a promising model available to educational leaders for over 35 years. Computer-based system simulations have been used in many areas of the military, science, business, government, and industry. One is necessary in education, too. Schools face many problems, seemingly unsolvable or even invisible to educators, that need to be viewed and approached from a holistic perspective. Current system simulations combine theory and experiment, along with time and space, to demonstrate how the whole of a

system is greater than the sum of its parts.

Using school system simulation, educators will be able to ask "what if" questions without getting into hot water, politically. School leaders will be able to load their individual school data into the simulation and "trial run" ideas before they change the real world system. The school system simulation implies a more effective tool for managing instruction and school operations.

**"DEVELOPMENTALLY APPROPRIATE KINDERGARTEN"**

Linda Garris Christian and David Bell, Arkansas Tech University, and Debbie Bell and Jim Horton, Hector (AR) Public Schools

Nationally, early childhood education has undergone many changes. Both demographics and research demonstrates the need for formally educated early childhood professionals. Both teacher preparation programs and the public schools must change to meet the needs of children from a rapidly changing world.

Hector Public Schools and ATU have implemented a developmentally appropriate kindergarten program. The community environment, the culture of the school, the needs of university students, and guidelines of the National Association for the Education of Young Children were used to design a program to meet student's needs.

The display contrasts developmentally appropriate activities with inappropriate kindergarten activities. It also provides portfolios of children's work and course syllabi.

**11:00 a.m. - 11:50 a.m. ATTITUDES (Training).....Bayou Jean Lafitte**

**Trainers: "DISPELLING HOMOPHOBIA AND HETEROSEXISM IN THE CLASSROOM AND SCHOOL"**

David L. Mask and Mary Ruth Reynolds Hawkins, Virginia Polytechnic Institute and State University

This training session was developed to provide educators with information on homophobia and heterosexism, dispel myths and share facts about different paths to sexuality, heighten educators' awareness of the processes and influences that affect their attitudes and beliefs, and increase the likelihood of productive staff discussion of issues and concerns related to sexuality.

This session was developed on a life-span, wellness-education model. It includes biological, psychosocial, feminist, and historical perspectives. Because of the highly political nature of this topic, the training session was developed to be "low key" and provide information and a forum for discussion without overtly confronting participants regarding their own attitudes and values. Unresolvable debates that have little chance of enhancing education will be avoided. The morality of different paths to the development of sexuality is not discussed. Different paths to the development of sexuality are presented as normative and not pathological. Suggestions for working with students on sexual issues are provided.

**11:00 a.m. - 11:50 a.m. GENDER ISSUES (Discussion).....Bayou Teche**

**Presenter: Joan Butler, Starkville Public Schools**

**Presenters: "BUILDING BRIDGES TO LEADERSHIP: TOP FEMALE EDUCATORS' PERCEPTIONS OF AND EXPERIENCES WITH SUPPORT SYSTEMS"**

Sandra L. Gupton and Gloria A. Slick, University of Southern Mississippi

The purpose of this research was to assess the perceptions, beliefs, and experiences of female high school principals, assistant superintendents, and superintendents by randomly surveying a group of 300 currently practicing women executives in education. This paper reports the results of the analysis of a portion of the survey dealing with support systems, mentoring, and networking among women administrators in the profession.

A combination of descriptive statistics using data compiled by percentages in addition to qualitative methods to analyze open-ended survey responses was used by the researchers. Information reported in the survey received from 152 respondents is the major source of data for this paper. Results from a review of

related literature is another source of data included in the paper. The return rate after two mailings of the survey was 60% total with 51% usable responses.

Survey research results corroborated literature in the last decade indicating a growing concern for the lack of adequate support systems for women advancing in educational administration. A major finding from the survey was the present female administrators' overwhelming indication of a need for stronger personal as well as professional support to improve significantly the advancement of women into power positions in the profession.

**"GENDER BIAS IN THE HIRING OF ALABAMA SECONDARY PUBLIC SCHOOL PRINCIPALS"**

David T. Asbury and Harold L. Bishop, University of Alabama

This study was conducted to examine recent trends in Alabama public schools regarding the qualifying and hiring of females for secondary school principalships. After a critical review of existing literature, data were acquired from the Alabama State Department of Education regarding the number of males and females qualified to serve as secondary principals for the past 14 years. Male and female principals serving in Alabama secondary principalships were tallied for the past 10 years. A stratified random sampling of male and female administrative aspirants responded to a survey on which the remainder of the study was based.

Previous research pointed to an improvement in the number of females being hired as secondary principals in the nation. The study supports this finding by showing an increasing percentage of secondary administration certificate holders to be female and a slowly increasing number of active secondary female principals. The study found men aspiring to higher positions in the educational hierarchy. Females perceived a higher degree of discrimination in their school system than did their male counterparts. Alabama public schools are beginning to hire more females for their secondary principalships, but positive steps must be taken to overcome the perceived discrimination of many female aspirants.

**"INFLUENCES OF GENDER AND ACADEMIC ACHIEVEMENT ON LEARNING PREFERENCES OF MIDDLE GRADE STUDENTS"**

Charlene Johnson, University of Arkansas

The purpose of this study was to investigate the relationships among gender, academic achievement, and student preferences for cooperation, competition, and individualization. The sample consisted of 715 sixth- and seventh-grade students from six schools within a metropolitan county located in the southeastern United States. The Learning Preference Scale for Students (Barnes, Owens, and Straton, 1978) has been used in a number of studies in this area, and it was used to measure student preference for this study. Three two-way ANOVAs were conducted with the three learning preferences (cooperative, competitive, and individualistic) used as the dependent variables.

Significant gender effects were found for competitive preferences ( $p < .01$ ), but not for cooperative or individualistic preferences. Academic achievement was a significant predictor of both competitive and individualistic preferences ( $p < .001$ ), but not for cooperative preferences. There were no significant interaction effects for any of the three preferences.

As with previous studies in this area, these findings indicated that gender and academic achievement were variables that warranted further study for their influence on student preferences for working within the three classroom structures: cooperative, competitive, and individualistic. The implications for successful implementation of cooperative learning strategies and effective classroom practices for African-American students were also of note.

**11:00 a.m. - 12:50 p.m. COMMUNICATION (Training).....Bayou D'Arbonne**

**Trainers: "WRITING AND GETTING PUBLISHED"**

John R. Petry, Memphis State University, and W. A. Kritsonis, McNeese State University

Discussion centers around problems associated with writing and publishing articles and

**WEDNESDAY, NOVEMBER 10, 1993**

manuscripts. Topics to be included are sources of ideas for research and writing, guides for effective writing, proofing and editing a manuscript, publication sources, preparing a manuscript, methods of submitting manuscripts, criteria for evaluating manuscripts, and ethics in authorship and publication. Others addressed include elements of style: elementary roles of usage, principles of composition form and an approach to style, and faults in scholarly writing.

Objectives of the session are to increase the awareness of attendees of opportunities to publish, raise standards for writing quality manuscripts, and establish minimum guidelines for professional growth.

Activities include a diagnosis of the basic writing skills of attendees, analysis of articles submitted for publications, and administration of a predictive measure for publication success. A number of sources for publishing are presented and discussed. Publication sources are identified that give the manuscript submitters a higher chance of achieving success for acceptance. Participants' manuscripts are evaluated for their content, style impact on the reader, value to the scholarly community and importance as a contribution to literature.

**11:00 a.m. - 11:50 a.m. INSTRUCTION (Discussion)..... Diamond A**

**Presider:** Muriel Stockburger, Eastern Kentucky University

**Presenters:** "FACTOR ANALYSIS OF THE IDEA STUDENT RATING INSTRUMENT FOR INTRODUCTORY COLLEGE SCIENCE AND MATHEMATICS COURSES"

Lynn Baker Loftin, University of New Orleans

The purpose of the study was to reveal underlying constructs in the IDEA student rating instrument to provide additional information for assessing quality of instruction in science and mathematics courses. The sample of 141 college upperclassmen each rated her/his own introductory science or mathematics course. The students were enrolled in a public urban university in the south and were or had been science or engineering majors.

A factor analysis utilizing principal components extraction was performed on the 45 IDEA items. The factors were chosen based on the eigenvalues greater-than-one and "scree" tests. These criteria yielded eight factors accounting for 67.2% of the variance. A varimax rotation enhanced interpretability of the factors. Factor I was interpreted as instructor presentation skills, Factor II as student confidence, Factor III as creative and intellectual development, Factor IV as the examinations, Factor V as student motivation, Factor VI as course difficulty; Factor VII was a single item on the instructor's explanation of criticism and Factor VIII was a single item on the amount of reading. An unpublished factor analysis utilizing the IDEA data base at Kansas State University was compared with the present analysis.

**"REGULAR AND SPECIAL EDUCATION GRADUATE STUDENTS' PERCEPTIONS OF INCLUSION"**

Jimmy D. Lindsey, Ramasamy Rangasamy, and Chhanda Ghose, Southern University, and L. Quinn Head, Jacksonville State University

It was the purpose of this study to determine regular and special education graduate students' general and specific perceptions of inclusion-professionals collaborating to educate all students in the regular classroom setting. One hundred graduate students, 50 regular and 50 special education, enrolled in courses to pursue an advanced degree and/or to secure certification, participated in this study. Descriptive and inferential statistical procedures were used to analyze the data. Independent variables included educational major, gender, ethnic background, education level, primary responsibility, and other factors. Dependent variables were the students' inclusion perception scores on a 30-item questionnaire (e.g., General, Cognitive Affective, Professional, and Total). Null hypotheses were assumed for all analyses, and an .05 level was the criterion for significance. Results indicated that regular and special education graduate students have similar and different perception(s) of inclusion. Specific findings, conclusion, limitation, and recommendations are presented.

**"BUILDING CAPACITY FOR ACCELERATED SCHOOLS"**

Edward P. St. John, James Meza, Jr., and GERALYN DELL, University of New Orleans

The purpose of the study was to examine the progress in the capacity-building process made by schools transforming from a conventional mode of schooling, emphasizes remediation for at-risk students to the accelerated mode of schooling that emphasizes accelerated learning for all students. The major milestone for the initial phase of the accelerated schools process is to build school capacity in three areas: unity of purpose, empowerment with responsibility, and building on strengths.

The research had a longitudinal design that emphasized action research. The design was intended to provide feedback to the project team as they provided assistance to schools. Methodology consisted of site visits, interviews, and observations of 15 elementary schools, both rural and urban, across the state of Louisiana, that are participating in the accelerated schools process.

The findings provided a portrait of schools that were at the beginning level of school transformation. The conclusions indicated that schools have used the accelerated schools' process as a means of healing divisions and creating unity. There was substantial, preliminary evidence that empowerment with responsibility is being field tested and that schools were beginning to practice building on strength.

**"THE GRADUATE ACHIEVEMENT PROGRAM: A DESCRIPTION OF THE FIRST YEAR OF A SUMMER ENRICHMENT PROGRAM IN MATH AND SCIENCE FOR MINORITY UNDERGRADUATE STUDENTS"**

Mark T. Barisa and Carolyn Holland, University of Tennessee-Memphis

Results of surveys and studies suggest that too few African-American and female students aspire to and achieve doctoral degrees in biological sciences. It has also been suggested that gender and racial inequities exist in teaching and research faculties in higher education, especially in the biomedical sciences. Thus, few role models are available to encourage young students to seek courses or careers in these fields.

The purpose of the Graduate Achievement Program (GAP) is to identify and recruit talented minority undergraduate students who demonstrate financial need and to provide a summer institute designed to introduce them to the opportunities and excitement of careers in the biomedical sciences. GAP was designed to provide educational resources to bolster learning abilities, build academically on the educational foundation already present, provide the opportunity to actively participate in all aspects of biomedical research, and familiarize students with the demands of graduate school through interaction with doctoral students and postdoctoral recruitment, program activities, curriculum, student descriptions, schedules, student evaluations of the program, goals and objectives, and future directions of GAP.

**11:00 a.m. - 11:50 a.m. ATTENTION DEFICIT DISORDER WITHOUT HYPERACTIVITY: DEFINITION, CHARACTERISTICS, DIAGNOSIS, AND TREATMENT (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** Tom Mize, Northeast Louisiana University

**Presenters:** "ATTENTION DEFICIT DISORDER: A CASE STUDY"  
Tom Mize, Northeast Louisiana University

"ATTENTION DEFICIT DISORDER WITHOUT HYPERACTIVITY: AN INTRODUCTION"  
Glenda Holland, Northeast Louisiana University

"DIAGNOSIS AND TREATMENT OF ADD/WO"  
E. H. Baker, Northeast Louisiana University

This symposium is a series of papers on Attention Deficit Disorder Without Hyperactivity (ADD/WO). Attention Deficit Disorder with Hyperactivity (ADD/H) has become much recognized as a condition that affects children's education. However, a less noticed but similarly debilitating and related disorder is ADD/WO. The first part of the symposium introduces ADD/WO and describes the characteristics of the disorder. The second part of the symposium discusses identification, diagnosis, and treatment of ADD/WO. The third part is a case study that chronicles the events that occurred before, during, and after the diagnosis of ADD/WO in a girl.

The purpose of the first paper is to introduce the reader to Attention Deficit Disorder. Specifically this paper addresses the disorder as it occurs without hyperactivity. The definition of ADD/WO is given. Characteristics of the disorder are discussed, and reasons for the lack of knowledge in this area are reviewed.

WEDNESDAY, NOVEMBER 10, 1993

One implication of this literature review is that perhaps persons who initiate the screening of children (generally teachers and parents) may not recognize the less obvious symptoms of ADD/WO, thinking instead that the child is lazy or unmotivated.

The purpose of the second paper is to review the literature on the diagnosis and treatment of ADD/WO. Methods and instruments utilized in diagnosis are discussed. Careful diagnosis is necessary to rule out other conditions, since the symptoms--daydreaming, confusion, appearing to be unmotivated, sluggishness--may be similar to symptoms of other conditions. Current treatment indicates that low doses of medication can be effective. Also, behavioral treatment and counseling are effective in conjunction with medication.

Finally, all of the aspects of the previous studies are brought together in a case study of a female child who was diagnosed as having ADD/WO. The study demonstrated most of the characteristics, diagnostic techniques, and treatment brought out in the previous discussions. This study was developed from the dual perspectives of parent and educator.

The expected audience for this symposium consists of teachers and teacher educators. Since the work in this area is relatively new, this disorder may be unfamiliar to these groups. Audience participation involves discussing, questioning, and sharing experiences.

11:00 a.m. - 11:50 a.m. READING (Display)..... Bayou Jean Lafitte III

Presenters: "RATE OF PRESENTATION AS AN INDEPENDENT VARIABLE DURING TAPED-WORDS INTERVENTIONS: ARE STUDENTS MODELING RATES?"

Margaret L. Glowacki, Christopher H. Skinner, Carol W. Johnson, Martha J. Larkin, and Dorothy J. Lessley, University of Alabama

Research regarding taped-words interventions has shown the interventions to be successful for increasing sight word accuracy and the accuracy and rates of oral reading. Researchers have suggested that taped-words interventions are effective because students are modeling not only accurate reading, but rates of accurate reading. This has broad implications for reading instruction because teachers may want to increase the time students spend reading along with more fluent readers.

The purposes of this study included determining whether rates of word presentation are functionally related to reading accuracy and fluency during taped-words interventions, and whether these interventions could account for increases in reading performance. The study involved presenting three elementary students with emotional, behavioral, and learning problems with two types of taped-word interventions. An adapted alternating treatments design was used to compare the effects of three conditions. Results showed that both taped-words interventions methods were effective in increasing accuracy and fluency.

The display consists of graphs used to pictorially examine the number of words read correctly and the number of words read correctly per minute for each of the three students.

"EFFECTS OF GUEST READERS ON READING ATTITUDES OF SECOND- AND FIFTH-GRADE CHILDREN"

Kim Sistrunk and Lydia Boutwell, Meridian (MS) Public Schools

The purpose of this display is to present and discuss results of two studies that investigated the effects of guest readers on the reading attitudes of second- and fifth-grade children in the Meridian, Mississippi public schools. The Benton/Boutwell Reading Attitude Inventory was utilized to gather pre- and posttest data. Results of a dependent t test found significant differences ( $p < .05$ ) between pre- and post-results in both studies. In addition, there was a significant difference ( $p < .05$ ) between males and females.

During the session the two researchers will discuss the strategies and methods used to improve attitudes toward reading. On display are examples of the type of reading experiences used in the studies, copies of both papers, and the Benton/Boutwell Reading Attitude Inventory.

"THE TEACHER'S VOICE: CLASSROOM READING AND FLOW"

Mary Ruth Reynolds Hawkins, Virginia Polytechnic Institute and State University

Csikszentmihalyi's (1975, 1990) phenomenological model of consciousness, called "flow,"

described an optimal state of experience in which skills and challenges match, goals and feedback are clear, and a sense of well-being is enjoyed. His studies of adolescents and adults have identified flow in work, in leisure, and in school settings.

This qualitative study explored how the flow model could be applied to classroom reading instruction. Five teachers of low-achieving elementary and middle school students five to 12 years of age in rural southwest Virginia described their views of reading instruction. Qualitative data was obtained by semi-structured audiotaped interviews that were analyzed for themes of flow/antiflow reflected in teacher statements. Their perspectives spanned half a century of experience with mentally and emotionally handicapped, learning disabled, and gifted children. They identified multiple strategies for teaching reading and suggested practical approaches for enhancing flow in the classroom.

**"EFFECTS OF NEGOTIATING TEXT DURING LANGUAGE EXPERIENCE ON ORAL LANGUAGE PRODUCTION OF KINDERGARTEN NONREADERS"**

Carolyn J. Eichenberger, Western Kentucky University

The purpose of this study was to examine the effects of employing a specified set of communication rules to conduct language experience dictation and rereading events on the oral language of kindergartners. The communication rules were contrary to most suggestions for conducting language experience but resembled techniques noted in the literature to improve oral language production.

Audio-tape recordings of 134 language experience stories collected from 32 children (25 in Florida, seven in Kentucky) over a 16-week period were transcribed prior to data analysis. The transcripts were analyzed for semantic diversity and syntactic complexity using Type/Token Ratio and Mean Length of Utterance (MLU).

Type/Token Ratio results indicated that semantic diversity was greater over time and that language delayed and language difference children displayed different patterns of usage for grammatical categories. MLU results indicated that the subjects' oral language became syntactically more complex in the rereading event than in the dictation event. This suggests that the negotiation process served as a scaffold for the subjects and that suggestions for the manner in which language experience is conducted may need to be revised.

The display includes sample transcripts, the communication rules, and results of MLU and Type/Token Ratio analyses.

**12:00 p.m. - 1:30 p.m. MSERF LUNCHEON..... Board Room**

**12:00 p.m. - 12:50 p.m. MULTICULTURAL (Discussion)..... Bayou Jean Lafitte**

**Presider:** Winifred C. Nweke, Tuskegee University

**Presenters:** "COMPARISON OF VALUES: AMERICAN TEACHERS AND AUSTRALIAN TEACHERS"

Elizabeth D. Evans and Rita Richardson, Southeastern Louisiana University

The purpose of the study was to compare the value systems of Australian and American teachers. In addition, the study examined the values of both cultures in reference to predetermined educational values. The Rokeach Value Survey was mailed to 100 Australian teachers and administered to 100 teachers in the United States. The Rokeach Value Survey consists of two sets of values containing 18 individual values, a set of terminal values, and a set of instrumental values.

The Friedman test and the Lowley-Hotelling multivariate procedure were used. The significant level of .05 was used throughout the testing. Four out of the first five values in each set were equally valued by both groups of teachers. The Australian teachers placed more importance on the value World at Peace and the American teachers chose Salvation as a terminal value. The Australian teachers placed more importance on the value Capable and the American teachers chose Forgiving and Self-Controlled as instrumental values.

Social institutions transmit traditional values to their clients, and teachers are transmitters of these societal values in educational settings. The value systems of educators largely determine decisions that impact the lives of children.

WEDNESDAY, NOVEMBER 10, 1993

**"EVALUATION OF MULTICULTURAL EDUCATION IN A PRESERVICE TEACHER EDUCATION PROGRAM"**

Qaisar Sultana, Eastern Kentucky University

The study was conducted to investigate the level of understanding and knowledge regarding multicultural education in preservice teachers. In fall 1992, all student teachers (115) were asked to write a definition of multicultural education. These were scored independently by three veteran teachers, one each from elementary, middle, and high school, and the principal investigator, using a scoring guideline matrix developed jointly by the four researchers, on a 0-6 scale, ranging from irrelevant to excellent. The definition of multicultural education, adopted by the Kentucky State Board of Education, was used in designing the matrix. Any definition which had a discrepancy of more than one point between any two scores was excluded from the data (5 of 115).

Statistical analysis performed yielded group mean, median, and mode scores of 1.45, 1.30 (25 measures), and 1.00 (29 measures), respectively. Individual mean scores ranged from 0 (six measures) to 5.3 (one measure). Scores distribution was skewed at 1.63.

Results of this study suggest that a vast majority of preservice teachers do not have adequate knowledge and understanding of multicultural education. Greater emphasis on multicultural education is needed in the preservice teacher preparation curriculum.

**"RELATIONSHIP BETWEEN ETHNICITY, MAIN LANGUAGE SPOKEN AT HOME, AND ACADEMIC ACHIEVEMENT OF ASIAN-AMERICAN MIDDLE SCHOOL STUDENTS"**

Hae-Seong Park and Abbas Tashakkori, Louisiana State University

In an effort to investigate the impact of ethnicity and home language on achievement of Asian-American students, the base year of the National Education Longitudinal Study of 1988 (NELS:88) was utilized. Chinese, Filipino, Japanese, Korean, and Southeast Asians were kept in analyses. The data set included a measure of home language socioeconomic status (SES), and urbanicity of the school. Dependent variables were standardized test scores in reading, mathematics, and science.

A 5x2x2 ANOVA (ethnicity by home language by urbanicity of the school) was done for each measure of academic achievement. Significant main effects were found for ethnicity (geographic origin), home language, and urbanicity (ANCOVAs were also performed to control for possible mediating effects of SES on achievement). Results indicated that after controlling for SES, the main effects of ethnicity and home language were still significant. Also, the interaction of ethnicity and home language was significant for mathematics, but not for the other two subject areas.

Implications of the results for policy and research are discussed. It is concluded that effects of home language on achievement of language-minority children are not consistent across different subgroups of Asian-American students.

**"RELATIONSHIP BETWEEN PERCEIVED LEADERSHIP ABILITY AND ASPIRATION LEVELS OF HIGH SCHOOL STUDENTS"**

Jacquelyn P. Robinson, Auburn University, and Herbert R. Horne, Alabama Department of Education

This was a pilot study to determine (1) student perceptions of their leadership ability and their aspiration level, (2) the relationship between perceived student leadership and aspiration level, and (3) the effect of gender, age, and grade in a traditionally gender-specific class. Subjects were 300 randomly-selected students in grades 7 through 12 who were enrolled in home economics classes.

The Dimensions of Self-Concept questionnaire (which consisted of five subscales) and a demographic instrument were used for data collection. Only two of the five subscales, the Leadership and Initiative subscale and the Aspiration subscale, in addition to selected demographic data (i.e., gender, age, grade point average), were analyzed in this study.

In addition to descriptive statistics, data were analyzed using multivariate and univariate statistics. Significant differences were found.

WEDNESDAY, NOVEMBER 10, 1993

12:00 p.m. - 12:50 p.m. AT-RISK (Discussion)..... Bayou Teche

Presider: Joan K. West, Mississippi State University

Presenters: "EFFECTS OF A MATHEMATICS PRECOLLEGE SUMMER PROGRAM ON THE MATHEMATICS ACHIEVEMENT OF AT-RISK STUDENTS"

Susan T. Franks and Evelyn Homan, Mississippi State University

The purpose of the study was to determine the effects of a mathematics precollege summer camp program on the mathematics achievement of at-risk ninth-grade students. Measures of mathematics achievement on concepts necessary for Algebra I were obtained from 45 students at the beginning of the program and at the end.

The program provided students with an enriched, "hands-on" math curriculum based on a cognitive, constructivist view of learning and the Curriculum and Evaluation Standards for School Mathematics (1989). The students were given opportunities to interpret mathematical theories and construct mathematics understandings for themselves. Sessions were planned so that students actively engaged in problem-solving investigations, applying mathematics to real-life situations.

Results indicated a significant rise in student performance on posttest measures, suggesting the effectiveness of a curriculum based on a constructive, active view of learning.

#### "BENCHMARK FACTORS IN STUDENT RETENTION"

Anna T. Waggener and Constance K. Smith, Southeastern Louisiana University

A two-year descriptive study of retention at fixed benchmark intervals was conducted at Southeastern Louisiana University.

An instrument designed to measure incoming students' characteristics, goals, and attitudes was administered at freshman orientation. Benchmarks were enrollment through first fall semester after orientation and re-enrollment one year later. Factors that varied from one benchmark to another were examined.

Chi-square analysis indicated that regardless of benchmark, resolution of the goal to obtain a degree and a firm intention to graduate remained constant. However, other factors varied at each benchmark. Family encouragement, proximity to campus, and not having the responsibility of children influenced initial benchmark enrollment. The need for increased study skills and not having to work indicated re-enrollment at the second benchmark.

The student's decision to re-enroll at each semester fluctuates as a result of changing needs and influences. Recognition of potential barriers to enrollment can lead to greater retention and completion of degree requirements.

#### "PARENTAL VERBAL INTERACTION AND ACADEMIC ACHIEVEMENT FOR AT-RISK ADOLESCENT BLACK MALES"

D. Lynn Howerton and John M. Enger, Arkansas State University, and Charles R. Cobbs, Wynne (AR) Public Schools

This study examined the relationships between parental verbal interaction and academic achievement for adolescent black males identified "at-risk" by their teachers. Forty-two middle school black males in a rural, southern community were administered the Verbal Interaction Questionnaire (VIQ) developed by Blake. Achievement measures were six Stanford Achievement Test (SAT) scores and five end-of-year grades. The mean VIQ score for this sample was comparable to the mean score reported by Blake. In academic measures, these students' end-of-year grades in English, mathematics, science, and social science averaged 1.85 on a four-point scale. The mean SAT scores fell 0.5 to 0.8 standard deviations below the mean of their middle school classes on the six tests. No significant relationships were found between VIQ and any of the 11 academic achievement measures for these at-risk adolescent black males. In contrast, previous studies had shown self-esteem and internal/external locus of control both significantly related to school grades and SAT scores. However, a concurrent investigation found VIQ, self-esteem, and locus of control all significantly correlated.

**"SCHOOL PERSONNEL'S MISINFORMATION REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER"**

Maleah Smithson, John R. Slate, and Craig H. Jones, Arkansas State University

Recent studies have indicated that school personnel who work with children often lack knowledge about disabilities and/or have acquired erroneous information. Because teachers, administrators, and counselors must work with children with disabilities and make referrals for special services, inaccurate knowledge of disabilities can result in adverse affects on children. Investigated was the extent to which school personnel have misconceptions concerning Attention Deficit Hyperactivity Disorder (ADHD).

A 24-item questionnaire was completed by 143 certified school personnel from two school districts in northeast Arkansas. Participants were asked to indicate food items that they believed contribute to the behavioral problems of hyperactive and nonhyperactive children. Subsequent items assessed educators' opinions toward food, paying attention, medication, and causes of ADHD on a five-point scale.

Findings indicate that school personnel have extensive misinformation regarding ADHD. Every food listed in the survey was selected as contributing to hyperactivity by at least a few participants. Significant relationships were found between number of foods checked and beliefs that foods caused behavioral problems in both hyperactive children, (139) = .60, < .01, and nonhyperactive children (140) = .50, < .01. Significant differences were found in accuracy of knowledge by grade level taught and position. The implications are discussed.

**12:00 p.m. - 12:50 p.m. EXCEPTIONAL EDUCATION (Discussion).....Diamond A**

Presider: Jack Barnette, University of Alabama

Presenters: "ATTITUDES OF SCHOOL PERSONNEL TOWARD SPECIAL EDUCATION"

Rhydonia Anderson, Dianna Criswell, John R. Slate, and Craig H. Jones, Arkansas State University

Though more than two decades have passed since the enactment of Public Law 94 -142, recent research indicates that many school personnel still lack adequate knowledge of special education procedures and their responsibilities under federal and state legislation. This is disturbing because mainstreaming makes all educators responsible for making referrals for special education services and for providing services to mainstreamed students. The present study extended previous research by examining current attitudes of school personnel that can affect the provision of services to students with special learning needs.

A 25-item questionnaire was mailed to 334 school personnel from three school districts in the Mississippi Delta regarding their attitudes toward special education and students receiving special education services. Responses were summed to produce an overall attitude index with a coefficient alpha of + .87.

Special education teachers and administrators had the most positive attitudes, whereas regular classroom teachers and vocational teachers had the least positive attitudes. Attitudes were positively correlated with experience in working with special education students only when special education teachers were included in the analysis. No relationships were found between attitudes and years of experience in schools or grade level taught. Implications are discussed.

**"ATTITUDES OF SCHOOL PERSONNEL TOWARD SPECIAL EDUCATION AS A FUNCTION OF POSITION, YEARS OF EXPERIENCE, AND CONTACT WITH STUDENTS WITH DISABILITIES"**

Dianna Criswell, Rhydonia Anderson, John R. Slate, and Craig H. Jones, Arkansas State University

Recent school reform has placed an increased emphasis on mainstreaming, inclusion, and medications in regular education settings for students served in special education. Unlike previous services, school educators' involvement in and support of these efforts are crucial for students with disabilities to be successful. Thus, an assessment and understanding of school personnel attitudes toward special education and students receiving special education services is important.

A 25-item questionnaire (coefficient alpha = +.89) was administered to 174 school personnel from school districts in the Mississippi Delta regarding their attitudes toward special education and students

receiving special education services.

Attitudes were positively correlated with experience in working with special education students, (118) = + .31, but not with years of experience in schools, (131) = -.11. A significant difference in attitudes by position, (4, 117) = 13.803, < .001, was present with special education teachers and administrators expressing more positive attitudes than regular classroom teachers and vocational teachers, and by grade level, (2, 123) = 3.83, < .05, with teachers in grades 3 through 6 expressing more positive attitudes ( = 79.2) than teachers in K-2 ( = 71.2). A significant difference was not found in attitude by years of experience in schools, (3, 123) = 0.77, > .05.

Implications of differences in attitude by position and grade level taught toward special education and responses to questionnaire items are discussed.

**"EPILEPSY IN THE CLASSROOM: INSTRUCTIONS FOR EDUCATORS"**

Lee M. Lassner, Mississippi State University

The purpose of this review is to provide information on epilepsy to educators, school psychologists, and school counselors in elementary schools. The researcher hopes to broaden the knowledge of epilepsy among elementary school officials in order that children with the condition may be identified, be given treatment, and lead more productive lives.

The review defines epilepsy, reviews the law, describes the types of epilepsy, and gives instructions on how seizures can be identified and dealt with effectively.

Various sources are cited, including the Epilepsy Foundation of America, in order to give the reader an introductory background into the subject. Finally, the impact of the informed educator is examined with respect to the need to fulfill the educational and social development of epileptic children.

**"RELATIONSHIPS OF TESTS USED IN ASSESSING CHILDREN REFERRED FOR AUDITORY PROCESSING DIFFICULTIES"**

Emilio Perez and John R. Slate, Arkansas State University

Recent changes in special education have resulted in an increased emphasis on assessing children/adolescents who are referred because of academic problems for central auditory processing (CAP) difficulties because of the hypothesized link of CAP to learning disabilities. Relationships were investigated among three tests: Clinical Evaluation of Language Functioning-Revised (CELF-R), Test of Nonverbal Intelligence (TONI), and the Slosson Intelligence Test-Revised (SIT-R) used in the CAP assessment process.

Test scores were obtained from the folders of 40 students who had been evaluated for CAP deficits at a clinic at a Mid-South university. All tests and subscales were significantly correlated (ranged from .45 to .90). Even so, nine of 10 comparisons among test scores revealed the presence of mean differences. As suspected, TONI scores ( = 92.1) were significantly higher than SIT-R ( = 88.3) scores. In addition, gender differences were present on the TONI; females ( = 98.2) scored significantly higher than males ( = 89.6).

The findings suggest that the three tests examined assess different aspects of clients' behaviors. The mean differences present among test scores may be cause for concern to practitioners, particularly if such scores are used in discrepancy formulas. Other implications are discussed.

**12:00 p.m. - 12:50 p.m. STUDIES OF WOMEN'S ISSUES IN EDUCATIONAL ADMINISTRATION (Symposium)..... Bayou Jean Lafitte II**

Organizer: Gloria A. Slick, University of Southern Mississippi

Presenters: "INTRODUCTION"  
Gloria A. Slick, University of Southern Mississippi

The purpose of this symposium is to share the results of several studies involving women's issues in educational administration. The symposium is of particular interest to members concerned with gender issues in education and of more general interest to those concerned with current research in educational administration.

Women's issues have received no small amount of attention in educational literature in recent years. This increase in attention to women's issues has been coupled with increases in the number of women serving in the executive offices of schools, school systems, and universities and colleges across the nation.

Unfortunately, however, statistics continue to confirm minimal-at-best progress in achieving equal representation of females in positions of authority and equitable salaries between the genders. In fact, women fill only a fraction of the administrative positions in public schools, and underrepresentation of women in administrative positions in institutions of higher learning is even more pronounced.

Those who have addressed the topic have often sought to determine whether oppressive attitudes, behaviors, and practices exist within educational systems that prevent women from advancing to these positions. Others have sought to determine what it is that makes those who do advance successful in their "rise to the top." For example, do these women have higher career goals or have they been better able than other women at balancing their careers, their families, and their personal lives?

**"WHY AREN'T THERE MORE WOMEN IN UNIVERSITY-LEVEL ADMINISTRATIVE POSITIONS?: A CASE STUDY"**

Pamela B. Rowlett, University of Southern Mississippi

Following a review of studies examining the representation of women in administrative posts in higher education, the author presents results of a descriptive study of representation of women in administrative positions at a given university. Using archival data, the author traces the number of females at administrative levels from department chair to vice-president and offers comparisons of the salaries of male and female administrators at various levels. Comparisons of the results of the study to findings of previous studies are offered as well as the author's opinion about why females are underrepresented at the given university.

**"MAKING IT TO THE TOP: RESULTS OF STRUCTURED INTERVIEWS WITH WOMEN IN UNIVERSITY LEVEL ADMINISTRATIVE POSITIONS"**

Nikki A. Newman, University of Southern Mississippi

The author presents results of structured interviews with five female administrators at various levels from a selected university. Both general demographic data and information related to the administrator's career advancement were gathered. Particular focus is given to barriers these women faced in their career advancement as well as successes they feel they have experienced during the process.

**"DEVELOPING INSTRUMENTS TO MEASURE WOMEN ADMINISTRATORS' PERCEPTIONS OF WOMEN'S ISSUES IN THE WORKPLACE"**

Sandra L. Gupton, Larry G. Daniel, and Gloria A. Slick, University of Southern Mississippi

Much of the literature on women in administration has focused on the degree to which educational workplaces are conducive to women's career advancement. However, psychometrically-sound instruments for measuring women's perceptions of the workplace are virtually nonexistent. The authors report results of a study in which such an instrument was developed and validated. Potential uses for the instrument in future research are offered.

**12:00 p.m. - 12:50 p.m. STUDENT MOTIVATION (Display Session).....Rayou Jean Lafitte III**

**Presenters: "EDUCATION ACHIEVEMENT IN THE ARKANSAS PRISON BOOT CAMP"**

Nola J. Christenberry, Gerald Dickinson, and John L. Burns, Arkansas State University

Prison boot camp programs now exist in at least 27 states and are supported by the Clinton administration. Although research on the effectiveness of such programs is limited, available literature suggests that an education component should be included. The purpose of the present study was to measure the effects of the education component in the Arkansas boot camp program among 193 inmates in nine flights that graduated during 1992.

Educational achievement in reading, arithmetic, and spelling was measured using the Wide Range Achievement Test-Revised both at entry to and exit from the boot camp program. ANOVA procedures with repeated measures revealed significant gains in each of the three areas for all inmates. Some significant age and race differences were noted. These results are discussed in terms of their implications for the importance of including an education component in prison boot camp programs. These results indicate that an education

component indeed can have a positive impact in this setting.

**"AN ANALYSIS OF HIGH SCHOOL STUDENT MOTIVATION AND COMPARISON TO TEACHER PERCEPTIONS OF HIGH SCHOOL STUDENT MOTIVATION"**

Brenda Litchfield and Denis Campeau, University of South Alabama

The purpose of the study was to determine high school students' perceived importance of 10 motivational factors as compared to high school teachers' perceived importance of the same 10 factors. Measures of motivational concerns were obtained from a sample of 232 high school students and 62 high school teachers. Motivational concerns included were: learning conditions, feeling "in" on things, discipline, appreciation of work, grades, recognition, empathy, challenge, teamwork, and friendly teachers. Additional data provided student grade, age, sex, plans for college, and number of parents at home.

The study was conducted to determine if teachers were aware of the factors that motivate their students in school. Results of the study provide teachers with additional insight into what motivates students to do better in school. Teachers may be able to adjust their behavior and methods to best meet the motivational needs of their students. A factorial analysis was conducted to determine the importance and significance of the factors in and between the two groups.

**"APPLYING MANAGEMENT MOTIVATIONAL THEORIES TO STUDENT ACHIEVEMENT IN MATHEMATICS"**

Anne-Marie Armstrong, University of South Alabama

This display outlines the steps used to develop an instrument for determining the relationship and possible application of business management motivational theories to high school and middle school students' explanations of their success or failure in mathematics. The instrument was developed to categorize student attributions for their achievement in mathematics to one of four variables identified from the educational and business management research literature. Effort, ability, motivation (internal and external), and/or instruction were the variables chosen for testing.

First, an open-ended questionnaire was administered to 179 high school students. Their responses were categorized by two judges, and it was found that effort, ability, and motivation were attributes that the students used to talk about their success or their failure in math. No responses referred to the nature of the instruction.

A forced-choice questionnaire was developed from the categories identified by the open-ended questionnaire and administered to 382 middle school math students. Comparisons were made between grades, school type, and achievement levels. The instrument was further refined and administered to a group of high-achieving middle school students.

Copies of the instruments, samples of the data, the reliability and validity tests used, along with charts and graphs of the results, are displayed.

1:00 p.m. - 1:50 p.m.    **ATTITUDES (Discussion)..... Bayou Jean Lafitte**

President:                Bernadette Delgado-Acosta, Texas A&M University

Presenters:              "A PROFESSIONAL DEVELOPMENT SCHOOL'S IMPACT ON STUDENT TEACHERS' ATTITUDES"

Gary J. Benton and Gloria D. Richardson, Mississippi State University-Meridian

The purpose of this study was to determine if student teachers' attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences. Two groups of student teachers (spring, 1992 and spring, 1993) were compared using the Mississippi Student Teaching Attitude Inventory (MSTAI) constructed by Benton and Richardson (1990). Both groups consisted of 35 students.

A one-way analysis of variance revealed significant differences for seven of the 38 items. Students in the spring, 1993 group reported more favorably on such statements as "I enjoy teaching" and "Using more than two teaching methods during a class period is not difficult."

Implications for the use of the MSTAI include longitudinal group comparisons, restructuring of courses and programs, and utilization of findings to implement further professional development opportunities and changes.

**"A COMPARISON OF THREE STRATEGIES FOR ASSESSING ATTITUDES"**

Marcia R. O'Neal and Brad S. Chissom, University of Alabama

Conducting survey research involves making choices concerning the methods of gathering attitude data. Several methods are available, each with its advantages and disadvantages. But in designing an instrument, an investigator may question whether the choice of method affects results. Thus, it is valuable to compare various methods. Three such methods were compared in this study: Likert-type ratings, rankings, and paired comparisons.

Approximately 500 undergraduate students participated in the study. Each participant completed a survey consisting of three attitude objects of five items each. The method of presentation for each object differed for each survey, and each survey contained all three methods. Thus, each participant responded to one object using a Likert-type scale, another using rankings, and a third using paired comparisons. The surveys were presented randomly to approximately equal numbers of participants.

Analyses consisted of obtaining means and/or scale values for each item. Correlations among methods were computed for each of the three attitude objects. Correlations for one well-researched attitude object were all above .80. Other correlations ranged from .41 to .89. The consistently highest correlations were between rankings and paired comparisons. Practical problems associated with using each strategy are discussed.

**"THE RELATIONSHIP OF COLLEGE CHARACTERISTICS AND SERVICES TO STUDENT RETENTION AND SATISFACTION"**

Michael V. Patti, Rudy S. Tarpley, Cathryn Gores, and Gerald E. Tice, Mississippi State University

College student attrition and retention have received increased attention by universities and colleges over the past 15 years. Institutions are evaluating current student retention methods and strategies. A primary component in retaining students is the congruence between the students' characteristics and needs and various aspects of the campus environment.

This study was designed to determine the degree of satisfaction with Mississippi State University student services, facilities, and programs. During the fall semester of 1992, an Enrolled Student Survey was administered in order to assess students' satisfaction.

At the .05 level of significance, three factors entered into the stepwise multiple regression equation. These three factors accounted for 12.6% of the variance in student retention. The three variables were: (a) "Counseling Center," (b) "Concern for you as an individual," and (c) "Career Services Center." Frequencies for all item responses are provided.

**1:00 p.m. - 1:50 p.m. PARENT INVOLVEMENT (Discussion).....Bayou Teche**

**President:** Harold E. Griffin, University of Central Arkansas

**Presenters:** "EFFECTS OF THE FAMILY MATH PARENTAL INVOLVEMENT PROGRAM ON STUDENTS' COGNITIVE AND AFFECTIVE BEHAVIORS AND PARENTS' ATTITUDES TOWARD EDUCATION"

Chrizlyn Zellars Luce, Belmont Abbey College

This study was designed to assess the effects of the Family Math parental involvement program on mathematics achievement, anxiety towards mathematics, attitudes toward mathematics, self-esteem, children's perceptions of parental involvement, and parental attitudes toward education. The subjects of the study included fourth- and fifth-grade students (experimental: n=49; control: n=43) and their parents (n=80) who volunteered to attend at least four of six evening workshops designed to instruct parents in ways to help their children in mathematics education.

Results of multivariate analysis of variance (gender by grade level by group) revealed

WEDNESDAY, NOVEMBER 10, 1993

significant main effects for grade level ( $p < .001$ ) and group ( $p < .03$ ). Mathematics achievement, attitude towards mathematics, and self-esteem made significant ( $p < .01$ ) contributions to grade level effects, with fifth graders scoring higher. Attitude towards mathematics and anxiety towards mathematics made significant contributions to group effects, with the experimental group having more positive attitudes and lower mathematics anxiety. The effect of gender was not significant. There were no significant interaction effects.

A priori directional  $t$  tests indicated that parents of the treatment group were significantly ( $p < .05$ ) more involved than parents of the control group. There were no differences between the parents of treatment and control groups in their attitudes toward education.

#### "PARENTAL VIEWS OF SEX TOPICS IN FAMILY LIFE/SEX EDUCATION IN THE FIFTH GRADE"

Judy C. Pierce and Kay Terry, Western Kentucky University

The purpose of the study was to ascertain which family life/sex education topics parents of preadolescents regarded as appropriate for their children. The sample comprised of 301 respondents randomly selected from a list of fifth graders in a large suburban school district. A mailed, self-administered questionnaire listing 52 possible topics was used to elicit parental response. Pretesting found the questionnaire to be highly reliable (Cronbach's Alpha = .96).

Overall, parents strongly supported the inclusion of a broad range of family life/sex education topics regardless of parental age, sex, marital status, income, education, or child's sex. Moreover, parents were largely in agreement with the inclusion of sensitive topics in addition to those which were more physiological or behavioral. Protestants more often than Catholics agreed with the inclusion of birth control, abortion, and sterilization even after controlling for income and education.

The findings suggest that parents of fifth graders find a broad family life/sex education program in the school appropriate. To this end, school officials and family life/sex educators should not overlook the needs of preadolescents for family life/sex education solely on the basis of perceived parental opposition.

#### "SCHOOL RESTRUCTURING: A STUDY OF THE ROLE OF PARENTS IN SELECTED ACCELERATED SCHOOLS"

Betty M. Davidson and Edward P. St. John, University of New Orleans

The Accelerated Schools Project is a nontraditional strategy for raising the academic performance levels of at-risk students. Developed in 1986 by Henry M. Levin, Stanford University, this strategy seeks to close the achievement gap for educationally disadvantaged elementary school students such that by the end of the elementary school experience they realize appropriate age/grade performance. The success of this project is closely linked to meaningful high levels of parent involvement, school-based management, innovative uses of community resources, and the development of a reliable mechanism of cooperative decision making.

This paper examines the change process that occurred in four elementary schools that moved from a conventional mode to a participatory mode of school organization by implementing the accelerated schools model. The analysis indicates that there was substantial variability among the schools in the extent of change in the role of parents. The factors that appear to facilitate transitions in the parents' role include (1) the emergence of inquiry about how best to involve parents in the educational process and (2) a solid foundation in all other aspects of the accelerated schools process established before this type of inquiry can be firmly established in the school.

#### "EVEN START: PARENTS AND CHILDREN LEARNING TOGETHER"

Jim Dyer and Jann Pharo, North Little Rock (AR) School District; Rose Steelman, University of Central Arkansas; and Robert L. Kennedy, University of Arkansas-Little Rock

The Even Start Program was designed to support and strengthen families in providing a positive home environment. Targeting economically-disadvantaged preschoolers, the program offers integrated community, home, and center-based programs, paraprofessional home visits, parent education, and health-related services. These activities foster a learning setting that research has suggested will enhance academic

performance.

During the first year of the program, paraprofessionals were involved in home visitation, recruitment, assisting families with educational, vocational, and other goals, and providing positive activities and materials for parental use in teaching their children, collecting data, assisting in filling out forms, and providing other individualized services. In addition, a series of four programs was conducted by nurses and other professionals.

Extensive qualitative documentation of the program was obtained through interviews with parents and paraprofessionals; family needs assessment forms; weekly time sheets that documented dates, activities, who, where, and other daily responsibilities of paraprofessionals; and family-contact sheets that documented home contacts, activities, what happened, and comments. Booklets, brochures, and other materials were discussed in detail with parents and paraprofessionals during regular meetings. Quantitative documentation included the Brigance Diagnostic Inventory of Early Development, the Adult Basic Learning Examination (ABLE), and the HOME Inventory.

**1:00 p.m. - 1:50 p.m. SCHOOL IMPROVEMENT (Discussion).....Bayou D'Arbonne**

**Presider:** Tom Mize, Northeast Louisiana University

**Presenters:** "REASONS FOR SCHOOL CHOICE: PARENT-TEACHER CONGRUENCY AND SCHOOL RESPONSIVENESS"

Patricia A. Bauch, University of Alabama, and Ellen B. Goldring, Peabody College, Vanderbilt University

The purpose of this study was to determine the effects of parent-teacher agreement concerning parents reasons for choice and the school's responsiveness to parents under three types of choice arrangements--public magnet schools, single-focus public schools, and Catholic high schools. Measures were obtained from a sample of 2,000 parents and 600 teachers in 16 high schools of choice. Parents' reasons for choice were measured along five dimensions: Academic, Career, Disciplinary, Moral, and Convenience. School responsiveness dimensions included School Information, School Communication, Seeking Parent Advice, and Requiring Volunteerism.

The basic research questions asked were (a) To what extent does congruency differ between the views of teachers and the views of parents concerning parents' reasons for choosing the school? and (b) Is there a relationship between the degree of congruency and the level of school responsiveness in different types of choice settings?

Chi-square analyses indicated that parents' and teachers' views differ on parents' reasons for choice and that different types of parents (i.e., based on family background characteristics) choose schools for different reasons. Results of an analysis of variance found that the degree of agreement between parent and teacher views influenced the level of school responsiveness.

#### **"A STUDY OF SUSPENSIONS IN LOUISIANA PUBLIC SCHOOLS"**

Eugene Kennedy, Louisiana State University, and Susan E. Kochan, Louisiana Department of Education

This study was designed to identify school attributes that are correlated with student suspension rates among Louisiana public schools. The attributes considered include indicators of (a) student characteristics--percent minority, percent free lunch; (b) community context--urban, rural, etc.; (c) school organization--Total Enrollment, Grade Configuration, Class Size; and (d) staff characteristics--percent with masters or above, percent of classes taught by certified staff. Data were collected by the Louisiana Department of Education for all public schooled in Louisiana during the 1991-92 school year.

A hierarchical logistic regression procedure was used to identify school attributes related to student suspension rates. The hierarchy was such that attributes of schools beyond the control of educators (i.e., student characteristics and community context) were entered first in the analysis. Following estimation of parameters, school organization and staff indicators were entered. This strategy permitted study of the import of manipulable attributes of schools on suspension rates beyond and the effect of those attributes that are difficult to modify.

Preliminary findings indicate that suspension rates are lower when staff are highly educated and schools are relatively small. Further, middle schools have the highest suspension rates, followed by secondary schools. Grade level analysis revealed that suspensions are higher if grades 6-8 are housed in middle schools rather than elementary school.

**"CRISIS INTERVENTION: IMPLEMENTATION OF A SCHOOL BASED PLAN"**

Camille B. Branton, Delta State University, and Anjoo Sikka, Mississippi State University

Throughout the country, schools are being called on to take the responsibility for intervening in situations of crisis within the community. With the increasing amount of violence in society, it has become imperative that schools have in place an organized plan for dealing with potential crisis situations. As a result, educators must become more aware of the need for an organized crisis intervention plan and available methods for dealing with crisis situations within the school setting. This paper is designed to provide guidelines for developing, planning, training, and implementing a successful crisis intervention program. The importance of planning and organization with relation to being prepared for potential crisis situations is discussed as well as suggestions for selecting crisis team members, training information, and procedures for an organized implementation of the crisis plan.

**"FORMING URBAN PARTNERSHIPS FOR EDUCATIONAL REFORM: THE UNIVERSITY LEADERSHIP ROLE"**

Herb McCree, Julius Scipio, Barry McGee, and Nancy E. Bogatin, Memphis State University

The National Center for Urban Partnerships, a Ford Foundation Program, sponsors urban educational intervention programs to assist at-risk students, primarily minority, to be successful in postsecondary educational attainment. The Memphis Urban Partnership has chosen to broaden the emphasis from postsecondary to include K-12 through college.

The aggressive leadership role assumed by Memphis State University in facilitating the development of a complex and interdependent coalition of government, business, local educators, and volunteer groups is examined. The alliance forged under university leadership includes intra-institutional and cross-curricula development with LeMoyné-Owen College, an historically black college, Shelby State Community College, and Memphis City Schools. Effective strategies for overcoming the urban sociological and cultural barriers to this type program are discussed.

The intervention activities planned are outlined with discussion of developmental procedures, problems and coping strategies. The unique focus of the Memphis team is contrasted with that of the 16 other participating cities. Also, the initial research and evaluation strategies developed by the Center for Research in Educational Policy are presented.

1:00 p.m. - 1:50 p.m.    **SCIENCE    (Discussion).....Diamond A**

President:                    Aubrey W. Shelton, Mississippi State University

Presenters:                "A VIEW OF THE EFFECTIVE SCIENCE CLASSROOM: A SYNTHESIS OF RESEARCH ON METHODS AND INSTRUCTIONAL STRATEGIES"

Clifford A. Hofwolt, Vanderbilt University

Status studies of science teaching have indicated a dominance of lecture, recitation teaching strategies with the textbook in control of the curriculum. The purpose of this review of the literature was to determine if there are instructional strategies that are more effective in producing gains in achievement than those currently utilized by science teachers.

WEDNESDAY, NOVEMBER 10, 1993

The results of several meta-analyses and summaries of research about science teaching indicate that preinstructional strategies (set-induction, advance organizers, communication of objectives, focusing techniques), the degree of concreteness or realism, use of questioning techniques and wait-time, modification of instruction, and mastery learning produce significant gains in achievement. The results indicate that through deliberate planning on part of the teacher, gains in achievement can be achieved. Results from indirect or inquiry learning are mixed. Much of the success of inquiry learning comes from curriculum materials designed for that purpose.

From the basic findings of this review, a view of the effective science classroom can be constructed in which teachers through deliberate planned efforts can produce significant gains in achievement.

#### "EVALUATION OF THE TEACHER IMPLEMENTATION OF THE HANDS-ON SCIENCE PROJECT"

Gypsy Abbott, University of Alabama-Birmingham, and Bobbi Poole, University of Alabama-Huntsville

The purpose of this formative evaluation of the Hands-On Science Project (HASP) was to evaluate the extent to which teachers were implementing the hands-on approach to science teaching in two school systems in Alabama. Teachers in grades 3-5 were trained in use of commercially produced science modules during the summer of 1992 and the 1992-93 school year.

Qualitative methodology, analyses of videotaped science lessons, was used to examine actual classroom teaching practices. Nine teacher volunteers were chosen from schools that had been randomly selected as representative of the systems. Videotaped lessons were evaluated using an Innovation Configuration Checklist (Concerns Based Adoption Model) that was developed to assess "good" science teaching. Using the checklist, two researchers independently rated the science lessons.

Analyses indicated that a primary strength exhibited by teachers was encouraging the use of the materials by students. Potential weaknesses were viewed as inappropriate use of cooperative learning strategies, poorly developed questioning skills, and difficulty in making connections between the lessons. Strategies for targeting these potential weaknesses are discussed.

#### "DIFFERENCES IN COMPUTING AND NON-COMPUTING SCIENCE TEACHERS: ARE COMPUTER-USING SCIENCE TEACHERS DIFFERENT?"

Don H. Kellogg and Robert H. Hartshorn, University of Tennessee-Martin

The purpose of the study was to investigate differences between science teachers who use computers in teaching and those who do not. A 100-item survey was conducted in Tennessee, Oklahoma, Kansas, Illinois, Texas, Arkansas, Virginia, and Idaho. The resultant sample population was 2,413. In order to define "computer using" teachers, three items from the survey were used. A total of 101 of the 737 grades 9-12 teachers were identified as "computer using" teachers.

Chi-square comparison between number of "computer using" and "non-computer using" science teachers was performed on items related to instructional techniques and perception of problems in schools.

Six of eight instructional techniques examined were used more frequently by "computer using" science teachers than by their "non-computer using" counterparts. Additionally, the "computer users" have a decidedly more positive frame of reference. In 10 items of concern, the "computer using" science teachers saw the items to be "frequently a problem" less often than did the "non-computer using" science teacher, and for six of the ten items the difference was statistically significant at the .05 level or better.

#### "AN ANALYSIS OF MICROCOMPUTER USE AMONG TENNESSEE SCIENCE TEACHERS"

Sandi S. Bigham, University of Tennessee-Martin

The purpose of the study was to explore the possible trends of microcomputer implementation and availability in junior and senior high science classrooms in Tennessee. Rural and nonrural junior high and senior high science classrooms were compared in separate studies made on a sample of 200 Tennessee teachers. The teachers were compared on the following variables: availability of computers, frequency of student and teacher computer use, primary purpose for computer use, and problems using the computer for science

**WEDNESDAY, NOVEMBER 10, 1993**

instruction.

Data from both studies implied that computers have had little impact on science education in Tennessee's secondary schools. The most alarming finding was that in both types of schools, on all grade levels, computers were not being used for science instruction.

Furthermore, a comparison was made between computer-using teachers and non-computer using teachers on the senior high level. There was evidence of a trend that computer teachers were more inclined to utilize small group instruction, where students were required to take responsibility for their own learning, than were non-computer teachers. Computer teachers also employed cooperative learning, peer teaching, and individualized strategies more often than did their non-computer counterparts.

**1:00 p.m. - 1:50 p.m. REORGANIZATION OF A COLLEGE TO ENHANCE RESEARCH: THE MEMPHIS STATE UNIVERSITY MODEL (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** E. Dean Butler, Memphis State University

**Presenters:** "OVERVIEW"

The purpose of the symposium is to discuss the reorganization of the College of Education, Memphis State University, with specific focus on creation of units and an organizational culture to support the research mission of the institution.

**"REORGANIZATION OF A COLLEGE TO FOSTER RESEARCH"**

Robert H. Beach, Memphis State University

The underlying need for reforming a college of education is presented along with the nature of that reform and the planning process utilized. Institutional benefits to be gained from creating an academic research and development department at the same administrative level as other academic departments are projected. Use of the R & D unit in supporting college-wide projects and in providing financial and personnel resources for other departments are examined.

**"ROLE AND FUNCTION OF AN OFFICE FOR DEVELOPMENT"**

Elnora Osborne Roane, Memphis State University

Procedures for developing a vision for an office of development within the College of Education are summarized along with specific goals created for the new unit. Strategies for linking development efforts with each department are identified. These include creation of a technologically-based network within the institution, provisions for technical assistance, and development of a management system. Initial successes of the development unit are summarized.

**"ROLE OF A RESEARCH CENTER IN SUPPORTING THE RESEARCH MISSION OF A COLLEGE"**

E. Dean Butler, Memphis State University

The evolution of a state-supported research center in fostering the research mission of the College of Education is discussed and future plans presented. Focus is on the creation of an organizational culture that delineates norms and standards used in directing the research mission and involvement of faculty and students. Examples of the norms operationalized are: potential for contributing to the solution of policy and practice issues, applied research focus, use of multiple modes of inquiry, collaborative and interdisciplinary foci, creation of partnerships with external organizations, immediate and long-range planning, and establishment of data bases to foster secondary analyses.

**"DISCUSSION AND CRITIQUE"**

Nathan L. Essex

Session attendees are encouraged to pose questions and react to the presentations.

**1:00 p.m. - 1:50 p.m. CURRICULUM/INSTRUCTION (Display Session).....Rayou Jean Lafitte III**

**Presenters: "GAMING AS AN INSTRUCTION STRATEGY: AN OVERVIEW"**

**John V. Dempsey, Barbara Lucassen, Karen Rasmussen, William F. Gilley, and Elaine Williams, University of South Alabama**

Gaming is a strategy used by many instructors in both education and business and industry. Gaming is defined as any overt instructional or learning format that involves competition and is rule-guided. Gaming is considered to develop a wide range of instructional benefits, including improving reasoning skills, enhancing continuing motivation levels, and reducing training time and instructor loads. Some have questioned these claims because of a lack of sufficient empirical support.

A review of gaming literature reveals common threads that help categorize, review, and synthesize over 200 articles. Preliminary patterns include simplicity and resource-efficient to develop. They should be used as an embodiment of instruction, not as embellishment or pure entertainment.

This review provides guidance to instructors and developers who use or desire to use gaming activities. Gaming as an instructional strategy can be used both to teach and elaborate. Synthesizing the literature for instructors, developers, and researchers can lead to a reassessment and new starting point for future innovations in gaming.

**"ASSESSING ATTITUDES TOWARD AGING, DEATH, RELIGIOSITY, STATUS CONCERN, AND SELF-ESTEEM IN COLLEGE STUDENTS: A LOOK AT SEVEN SCALES"**

**John Burling, University of Montevallo; Melissa Cobern, Memphis State University; and Irene Staik and William Alan Brown, University of Montevallo**

The current study assessed the relationships among measures of self-esteem, religiosity, status concern, and attitudes toward aging and death in college students. An understanding of these relationships may help college educators and students examine the thesis that Terror Management Theory has proposed: there should be significant correlations between self-esteem, death anxiety, and measures of personal investment in prevailing cultural value systems, such as religiosity and status concern.

Thirty-nine college students (15 males and 24 females) were randomly administered seven scales measuring religiosity, attitudes toward aging and death, status concern, and self-esteem. Preliminary analyses revealed several significant correlations that support Terror Management Theory. Data are presented in tabular format along with the instruments used in data collection. College and or high/school educators interested in assisting students in recognizing and dealing with death anxiety should be interested in the instruments and the results of this study and implications for future research.

**"A SURVEY OF ELEMENTARY TEACHERS' USE OF TELEVISION PROGRAMS AND VIDEOS FOR INSTRUCTION AND ENTERTAINMENT"**

**Bess A. Isom, University of South Alabama, and Dana R. Brock, University of West Florida**

The display includes a statement of purpose, a copy of the survey instrument, graphs and charts describing analysis and results, and a summary statement. A total of 649 elementary school teachers in public, private, and parochial schools were surveyed to determine the use of television programs and videos in the elementary classroom for entertainment and instruction. A four-page questionnaire, "A Televiewing Survey of Educators," was used to collect the data.

Results indicated that the frequency of television use for instruction is independent of most other factors, such as teacher age, teacher education, and grade level. The frequency of television use for instruction correlates with the frequency of use for entertainment.

While many studies have been conducted on the televiewing habits of children, little is known about their use in direct instruction in the classroom. There is limited research on the amount of time spent by children viewing television in the classroom. There is also limited data on teacher's efforts to provide instruction on how to critically interact with this medium.

Data were entered on Microsoft Excel Spreadsheets and validated on Systat. Research hypotheses were tested using a chi-square test of independence. Frequencies were used to analyze data that could not be

tested using chi-square.

2:00 p.m. - 2:50 p.m. **SELF PERCEPTION (Discussion)..... Bayou Jean Lafitte**

President: Kim Riggs, Texas A&M University

Presenters: "RELATIONSHIP BETWEEN PERSONALITY TYPOLOGY AND MORAL REASONING"

Mark Davenport and Edith Miller, Auburn University

The purpose of this study was to examine the relationship between personality typology (as measured by the Myers-Briggs Personality Type Indicator based on Jung's personality typology) and moral typing (as measured by the Social Reflection Questionnaire-Short Form developed by Gibbs, Basinger, and Fuller). Theoretically, Jung's notion of the introvert who is predisposed to reflective thinking and an analytical approach to experiences might well develop more fully in terms of moral judgment than the extrovert. This study tested that hypothesis.

The participants in the study included 140+ students enrolled in undergraduate educational psychology courses with data currently available on 45 of those subjects.

A chi-square analysis was conducted using a 2 x 2 table with the categories of introversion-extraversion, types A and B (philosophical sophistication). This analysis of the less than one-third of the subjects resulted in no statistically significant differences. Further analysis is required to confirm this initial finding and to generate appropriate implications in terms of experiences designed to promote moral development.

#### "CHANGES IN SELF-IMAGE FROM PRESERVICE TO BEGINNING TEACHER"

Anne G. Tishler and Suzanne H. Nichols, University of Montevallo

A concept associated with professional growth of novice teachers is that of image of self as teacher. Literature suggests that preservice teachers typically begin teacher-education programs with an immature image of self as teacher based on idealized, simplistic notions of teaching, and that these images remain substantively unchanged by program experiences. This study was conducted to study change patterns in image of self as teacher from program entry to conclusion of the first year of teaching.

Assessments of image of self as teacher were taken from students in the first course in the program, before student teaching, after student teaching, and at the conclusion of the first year at each point during the program; 12 first-year teachers were assessed. Qualitative data were collected using questionnaires and interviews. Responses were analyzed by coding, identifying themes, creating categories, and describing patterns in the data.

Results indicated positive image shifts (e.g., toward more multidimensional images) and negative image shifts (e.g., toward lower expectations for what can be accomplished in the classroom) from program entry to the first year of teaching, reflecting influences from both the program and the classroom.

#### "A STUDY OF EFFICACY BELIEFS AMONG PRESERVICE TEACHERS IN KOREA"

Young Suk Hwang and Jeffrey Gorrell, Auburn University

The objectives of the study were to explore differences in teaching efficacy among preservice early childhood and elementary teachers beginning and completing teacher education programs in Korea and to examine these differences in light of similar research in the USA and other countries.

Subjects included 90 early childhood and elementary teacher education students at beginning and ending points in preservice teacher education programs. Multivariate tests (MANOVA) of subjects' responses to a Korean version of Gibson and Dembo's (1984) teacher-efficacy scale revealed a statistically significant multivariate main effect ( $p < .05$ ) related to experience in the program but not related to type of program (elementary or early childhood). An examination of univariate analyses showed a pattern of preservice teachers becoming more efficacious regarding personal efficacy and less positive about teachers' general ability to make a difference in school.

The present study supports findings in other countries that the process of teacher education may lead to greater personal efficacy due to the increase of teaching skills but to less general efficacy beliefs due to

WEDNESDAY, NOVEMBER 10, 1993

increased awareness of the general difficulties of teaching as a profession.

**"QUALITATIVE ANALYSIS OF JOURNALS OF SECONDARY PRESERVICE TEACHERS IN PROFESSIONAL SEMINAR FY1992-93 AS THEY RELATE TO REFLECTIVE THINKING"**

Joan K. West and Neil Amos, Mississippi State University

One desired outcome of a teacher preparation program is the development of the teacher candidate who is a reflective practitioner. Journals can be used as a means of assessing growth in reflective thinking.

The Professional Seminar for Secondary Preservice Teachers was restructured in fall 1992 to focus on reflective theory and was taught concurrently with student teaching. The instructors used works of prominent researchers of reflective thinking (Dewey, Tom, Schon, Zeichner, etc.) to discuss the relevance of the reflective theory in education.

The students were required to make a journal about their student teaching experience based on reflective thinking. During fall 1992, the students were instructed to write in their journals daily. During spring 1993, students were instructed to write in their journals twice each week. To encourage reflective thinking, they were asked to respond to three questions: (a) What did you learn? (b) How did you learn it? and (c) How will you use what you learned in future teaching experiences?

Two research questions were addressed: (a) Does guidance in the form of open-ended questions influence the quality and depth of reflective thinking? and (b) Does subject area influence the degree of reflective thinking?

**2:00 p.m. - 2:50 p.m. TESTS (Discussion)..... Bayou Teche**

**President:** Jim Flaitz, University of Southwestern Louisiana

**Presenters:** "GENERAL OVERVIEW OF THE ASSESSMENT OF TEACHER PERFORMANCE IN RELATION TO THE NATIONAL BOARD FOR PROFESSIONAL STANDARDS"

D. Joyce Steele, University of Alabama

The statement of the problem is to summarize the current literature related to assessment of teacher performance in relation to the National Board for Professional Teaching Standards (NBPTS). The literature review on performance-based assessments indicated that methods most commonly used to assess teachers were portfolio development, on-site observations, simulation, and structured interviews.

The basic findings were that NBPTS has been instrumental in the search for more effective methods of assessing the performance of teachers. The portfolio has been used to document the quality of teaching in the classroom and has been used to allow the teacher to display examples of work. The on-site classroom observation was used to judge the performance of the teacher working in the classroom. The structured interview with the classroom teacher was used to judge the teacher's ability to analyze and respond to typical teaching problems using standardized interview instruments. Simulation was used to judge the ability of classroom teachers to analyze and respond to videotaped representative teaching situations.

The implications were that NBPTS has attempted to use state-of-the-art methods of evaluating teacher performance. Efforts of NBPTS have inspired literature related to assessment of teacher performance.

**"A LEAST SQUARES META-ANALYSIS OF STANFORD ACHIEVEMENT TEST SCORES"**

Donald L. Grigsby, University of Alabama-Birmingham

The least squares method of analysis of Stanford Achievement Test scores can yield a graphical representation of those scores and provide an understanding of them not readily available by other methods of analysis. As useful as this approach is in interpreting standardized test data, least squares meta-analysis can give more insight into students' scores. Instead of obtaining data points and plotting the line, the data are used to obtain only the axis intercepts and the slopes of the lines. These data are then analyzed and the results provide more information than the least squares lines alone.

The data were raw scores on total math, total language, total listening, total reading, basic

battery, complete battery and OLSAT as well as age and sex for 47 fourth-grade students. The meta-analysis method was able to identify the subtests on which individual students scored highest and lowest and also provided an insight into the disparity between their highest and lowest scores. In addition, this method of analysis showed an individual student's relative position within the class on the basis of subtest scores as well as the relative class position on the basis of the amount of disparity in those subtest scores.

**"AN EXAMINATION OF THE CONSTRUCT VALIDITY OF THE INVENTORY OF CLASSROOM MANAGEMENT STYLE (CMS)"**

Nancy Martin, University of Texas-San Antonio, and Beatrice Baldwin, Southeastern Louisiana University

The purpose of this study was to utilize confirmatory factor analysis to examine the construct validity of a new instrument measuring perceptions toward classroom management, the Inventory of Classroom Management Style (ICMS). Within this study, classroom management was defined as a multi-faceted process that includes three broad dimensions: (1) what teachers believe about students as persons, (2) what teachers do to enable students to learn, and (3) what teachers do in terms of discipline. The ICMS was designed to measure these dimensions with 48 Likert items. Beliefs were classified on a continuum that reflects the degree of teacher power over students.

Data were collected from 238 teachers on the ICMS and a demographic questionnaire. Descriptive statistics on items and subscale scores were computed. The confirmatory factor analysis was conducted using a principal components analysis with a varimax solution. The adequacy of the solution was judged based on the following criteria: (1) factor loading greater than  $> .30$ , (2) item loaded primary on one factor, (3) meaningful interpretation of scree plots and eigenvalues, and (4) maximization of variance explained.

Results indicated that the initial three constructs of the ICMS (person, instruction, and discipline) were confirmed by a three-factor solution with 21.3% of the variance explained.

**"THE RELATIONSHIP BETWEEN CRYSTALLIZED AND FLUID INTELLIGENCE AND THE WAIS-R"**

Ramaswamy Balgopal, Alan S. Kaufman, and James E. McLean, University of Alabama

Researchers often interpret the Verbal and Performance Scales of the Wechsler Adult Intelligence Scale--Revised (WAIS-R) as measures of the Horn-Cattell constructs of crystallized and fluid intelligence, respectively. Recently, Horn, Woodcock, and other researchers have questioned the validity of that interpretation, especially the supposed link between fluid intelligence and the ability measured by Wechsler's Performance IQ. The purpose of this study was to use validated measures of crystallized and fluid intelligence to assess the supposed verbal/crystallized and performance/fluid link-ups.

During the validation of the Kaufman Adolescent and Adult Intelligence Test (KAIT), 344 subjects aged 16 to 74 were tested on both the KAIT and WAIS-R. The KAIT Crystallized and Fluid IQs were regressed on the 11 WAIS-R subtest scaled scores to determine the relationships. The squared multiple correlation coefficients for predicting Crystallized IQ and Fluid IQ were .65 and .52, respectively. The predictions model for Crystallized IQ included only WAIS-R Verbal subtests, but the model for Fluid IQ included subtests from both Wechsler Scales.

The results supported the notion that verbal IQ is closely associated with crystallized intelligence and provide empirical evidence that Performance IQ does not bear a one-to-one relationship to fluid intelligence.

**2:00 p.m. - 2:50 p.m. VOCATIONAL EDUCATION (Discussion).....Bayou D'Arbonne**

**President: William F. Gilley, University South Alabama**

**Presenters: "THE IMPACT OF VOCATIONAL EDUCATION ON STUDENT RETENTION"**

**S. Kay Hill and Harold L. Bishop, University of Alabama**

The purpose of this review of literature was to analyze the impact of vocational education on

**WEDNESDAY, NOVEMBER 10, 1993**

student retention. This analysis of literature covered the historical development of vocational education, reasons why students drop out, and characteristics and examples of successful dropout prevention programs.

As a result of this analysis of literature, several findings can be yielded. A number of researchers found that various types of vocational education teaching approaches and programs have been successful in keeping students in school. Other researchers found that vocational education played a role in student retention when coupled with other components, such as work experience. Still other researchers found that with increased graduation requirements, and thus limited access to vocational education, the dropout rate increased. A limited number of researchers stated that the evidence was inconclusive that vocational education had an impact on student retention, and a few researchers found that vocational education had either a negative impact or no impact on student retention.

The information provided by this review of literature should be useful to legislators, school personnel, parents, and other interested parties in developing successful strategies and programs to keep students in school.

**"HIGH SCHOOL COURSE DIFFERENCES OF ACADEMIC AND VOCATIONAL STUDENTS IN MISSISSIPPI AS MEASURED BY 1992 ACT ASSESSMENT INFORMATION"**

James N. Butler, Rudy S. Tarpley, and Joan K. West, Mississippi State University

The purpose of this study was to compare the mean grades of students classified as "academic" students to the mean grades of students classified as "vocational" students. This comparison could then be used to identify the needs to be addressed when academic and vocational programs are integrated in Mississippi. This study also sought to describe the population of Mississippi students who took the 1992 ACT Assessment according to type of high school program, gender, race, socioeconomic status, and enhanced ACT scores. Additionally, the types of courses that the students took in high school would be compared.

The population for this study included all students who took the 1992 ACT Assessment Program test in Mississippi (N=18,699). ACT information was obtained from ACT Assessment in Iowa City, Iowa. Effect sizes were used to compare the mean grades of the groups in each course while chi-squares were used to determine if there was a difference based on whether the groups of students took the course. Results indicated that the largest difference in course grades between academic and vocational students was in history/government, English, and algebra courses in which academic students had higher course grade averages.

**"A MISSISSIPPI COMMUNITY COLLEGE ASSESSES INSTRUCTIONAL PROGRAM PERFORMANCE"**

Deborah B. Pullen and Kaye Turner, East Mississippi Community College

The purpose of this session is to explain the Mississippi Statewide System of Core Measures and Standards of Performance as applied to postsecondary vocational education programs at East Mississippi Community College. This system of program evaluation was implemented by the state of Mississippi during the fall of 1992 and required that all community colleges submit specific performance data pertaining to administration, instructional programs, guidance, and special populations services.

Because of the time constraints of this session, only the process applied to instructional programs is presented. Data-gathering techniques for the following eight indicators are: instructional program operations, enrollment, retention, completion, graduation, placement, occupational skill gains, and academic skill gains. The evaluation instrument used to assess instruction program operations is presented. The standards against which performance was measured are explained, and the results of 15 program evaluations are shared.

**"DEVELOPMENT AND RESULTS OF A STATEWIDE ASSESSMENT OF TEACHERS' AND ADMINISTRATORS' PROFESSIONAL DEVELOPMENT NEEDS"**

Malenna A. Sumrall, Stephen W. Hebbler, and Marcia R. O'Neal, University of Alabama; Robert E. Lockwood, Alabama State Department of Education; and Susan A. Tucker, University of South Alabama

A major emphasis in offering quality education in the public schools is the provision of

appropriate professional development opportunities for educators. Doing so requires appropriate identification of and planning for professional development needs.

In Alabama, professional development needs are met largely through the state's 11 regional inservice centers. This paper describes the needs assessment phase of a plan to identify and address the state's inservice needs. This phase included instrument development, administration of the assessment statewide, and analysis and dissemination of the results.

Development of the needs assessment instrument involved input by focus groups and completion of a pilot study in three inservice centers. Following the pilot study and revision of the instrument, the scannable survey was channeled through the 11 inservice centers and system-level staff development coordinators to all educators statewide.

Returned surveys were scanned, the data were analyzed, and programs were written to produce reports. Over 32,000 educators responded. Most were regular classroom elementary teachers. Among the most frequently selected inservice needs were such topics as computer literacy, behavior management, cooperative learning, whole language, and manipulative math. Some differences were seen among the separate analyses for four selected subgroups of teachers (preschool/elementary, middle school, high school, and special education).

**2:00 p.m. - 2:50 p.m.    ADMINISTRATION    (Discussion).....Diamond A**

**Presider:                    Dwillis G. Wallman, Western Kentucky University**

**Presenters:                "COMPARISON OF ATTITUDES REGARDING RELATIVE IMPORTANCE OF  
SELECTED HIRING CHARACTERISTICS HELD BY TEACHERS, RECRUITERS,  
AND PRINCIPALS"**

**H. H. Carpenter, Nicholls State University**

The purposes of this study were to determine (1) the relative importance associated with certain initial job applicant interview characteristics held by novice teachers, school recruiters, and school principals, and (2) if these three groups agree on the relative importance that should be associated with these characteristics. Measures and importance rankings of 16 characteristics were obtained by a statewide survey of school principals and school district personnel recruiters. These measures and rankings were compared with college seniors completing their student teaching semester. Survey items included the following characteristics: NTE scores, GPA in major, total GPA, advanced degree status, participation in athletics, membership in social organizations, membership in academic organizations/honors, national accreditation status, leadership in campus organization(s), prior teaching experience, general experience, prior employer recommendations, grammar and communication skills, cover letter quality, resume quality, and general appearance and dress.

Mean scores and rankings were compared. Chi-square tests (<.001) yielded differences between recruiters and principals concerning the importance associated with NTE scores and prior experience. While not statistically significant, relatively high mean score variances were found in the importance placed on general (non-teaching) experience, prior employer's recommendations, and the importance of college/university accreditation status. Ranking of mean scores (1-16) by the three groups resulted in high agreement placed on the importance of grammar and communication skills, college/university accreditation status, and dress and general appearance.

**"AN INVESTIGATION OF PERCEIVED NEEDS FOR PROFESSIONAL  
DEVELOPMENT PROGRAMS AS DETERMINED BY ASSISTANT PRINCIPALS"**

**Melvin E. Franks and Ned B. Lovell, Mississippi State University; Janet C. Henderson,  
Starkville (MS) Public Schools; and James Shows, Calhoun County (MS) Schools**

Within the next 10 years the vast majority of Mississippi's superintendents and principals will have terminated their active service. In 1992, 61% of Mississippi school superintendents were age 50 or older, and 49% of the assistant superintendents also fell in this age category. Even more compelling is the fact that 787 principals and assistant principals (63%) have 20 or more years of work experience. This demographic reality, coupled with the provision of early retirement benefits after 25 years of service, means that Mississippi will enter the 21st century with an altogether different cohort of school leaders.

The purpose of this study was to investigate the perceived needs of potential and practicing assistant principals and use the assessment for planning professional development. A survey was developed and administered to 413 assistant principals from a list provided by the State Department of Education. The data

WEDNESDAY, NOVEMBER 10, 1993

were tabulated using descriptive statistics, and the results were analyzed. Findings of the study included a perceived need for professional development opportunities, willingness by respondents to participate in a program, and identification of components for a training program.

**"ETHICS OR THE LAW: WHAT DRIVES ADMINISTRATIVE DECISIONS AMONG SCHOOL ADMINISTRATORS IN THE CLAIBORNE COUNTY PUBLIC SCHOOL SYSTEM"**

Shirley Smith Reeves and Louise J. Jones, Jackson State University

The purpose of this study was to determine if administrators can make ethical and legal decisions and to analyze the differences between these forces in educational administrators' decisions. The study examined the decision patterns of ethical/illegal, legal/unethical, and unethical/illegal to determine which would emerge when conflicts existed. Data were gathered through a questionnaire mailed to administrators in the Claiborne County (MS) Public School System (CCPSS) during the school year of 1992-1993.

Situations requiring ethical decisions were selected with significantly greater accuracy than those requiring legal decisions. When ethical/legal conflicts existed in decision making, the ethical decision dominated. A significant relationship was found in choice pattern, ethics preparation, and the demographic variable of income when comparing ethical and legal decisions. No significant relationship was found considering the variables of age, gender, race, degree, administrative, or teaching experience.

Ethics play a major role in the daily decision-making practices of educational administrators. Thus, requiring ethic courses in the curriculum for training educational administrators is apparent.

**"CORRELATIONS BETWEEN CURRICULUM-BASED ASSESSMENT AND STANDARDIZED TEST SCORES IN LEARNING DEFICIT AREAS"**

Michelle Barrett, Veronica Lewis, Carolyn Minder, and Charles Dunn, Northeast Louisiana University

Both standardized achievement tests and curriculum-based assessment (CBA) techniques are used to make classification decisions regarding academically disadvantaged students. Few studies, however, have centered on the relative usefulness of the two techniques in identifying individuals with learning problems. This study examined correlations among deficit areas identified using standardized achievement tests and CBA methods.

Subjects were 100 students referred for assessment because of academic concerns. Two methods of CBA were employed: a traditional informal approach and a structured procedure. CBA results were categorized as a weakness (i.e., frustrational performance at current grade level or functioning at more than one grade level below expectations) or a strength (i.e., independent performance at current grade level or functioning at or above expected grade level).

Point biserial correlations were used to correlate test results and the dichotomous CBA variable. Significant correlations were discerned in broad reading, reading recognition, reading comprehension, and mathematics application for the structured procedure CBA group. No significant correlations resulted for the informal CBA group.

Results suggest that the reliability of CBA varies with CBA method employed. Future research should continue to investigate the effectiveness of CBA procedures in identifying areas of learning difficulty.

**2:00 p.m. - 2:50 p.m. CAN TEACHER EDUCATION TRAIN RETIRED MILITARY PERSONNEL FOR THE NATION'S SCHOOLS? (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** John R. Petry, Memphis State University

**Presenters:** "INTRODUCTION"  
John R. Petry, Memphis State University

With the closing of military installations across the United States occurs the separation of personnel related to keeping the nation's defense posture operational. Many of these are instructional personnel who could qualify as teachers for the nation's schools if effectively educated in today's educational units.

What will be the attitudes of college personnel toward this group? What are their characteristics?

WEDNESDAY, NOVEMBER 10, 1993

Can they be successfully retrained? What is their future as educators? This symposium addresses these and other questions related to this group of retirees. Its main thrust is to present discussion about a different type of student to be educated for the nation's classrooms.

**"FUTURE TEACHERS: CAN MILITARY RETIREES BECOME SUCCESSFUL IN THE SCHOOL CLASSROOM?"**

Herb McCree, Memphis State University

This presentation emphasizes (1) the experiences and characteristics of military retirees (the historical changes in entry requirements, military training programs, and off-duty educational attainment); (2) civilian and military learning, and environmental comparisons (structure, methodology, and physical environment); (3) job performance requirements (military, K-12, and higher education); (4) current programs (National Science Defense Center, Servicemen's Opportunity Colleges Education, and alternative licensure programs; and (5) projections (teacher shortage, military force reductions, and new program ideas).

**"USING HIGH FIDELITY COMPUTER-BASED SIMULATIONS IN RETRAINING OF RETIRED MILITARY PERSONNEL"**

Jorge O. Nelson, Memphis State University

There is a growing need to address the training of retired military personnel for employment as classroom teachers in public education settings. This paper will discuss the future applications that promise to support educational theory into practice, while allowing the mature students to develop the necessary skills in a setting other than the traditional classroom.

**"FOR THE NON-TRADITIONAL LEARNER, SHOULD CONTENT BE TAUGHT DIFFERENTLY"**

John R. Petry, Memphis State University

Included in this presentation is discussion about (1) the characteristics of the adult learner (emotional, psychological, economic, social, physical, and intellectual needs); (2) andragogy versus pedagogy as an instructional technique (increasing the adult's participation in learning and facilitating the learning process for the adult); (3) theories of development (Levinson and Gould, and Sheehy and Erikson); and (4) methods of involving adults in their own learning (self-determination of needs and standards, and self-realization of growth and goals).

**"ARE CHARACTERISTICS OF TRAINING APPLICABLE TO CLASSROOM TEACHING AND TRAINING?"**

Julius Scipio, Memphis State University

This presentation deals with (1) comparing processes on the basis of goals, methods, and performance standards; (2) the application of the training model in the classroom, including discipline, preparedness, responsibility, and knowledge that is technical/scientific and comes from human resources; and (3) differences in capabilities on the Scholastic Aptitude Test (to assess abilities prior to military or teacher education programs) and the National Teacher Examinations (to assess abilities following the military or teacher education program).

Attendees are invited to participate in a question and answer session and discussion following the presentations.

**2:00 p.m. - 2:50 p.m.    TECHNOLOGY (Display Session).....Bayou Jean Lafitte III**

**Presenters:                    "A COMPREHENSIVE DISTRICT PERFORMANCE REVIEW"**

Bettye P. Holcombe, Houston (MS) School District

The purpose of this display session is to provide participants with an opportunity to observe the beginnings of a comprehensive performance review of a public school district. Participants have access to two years of district data. The first year, a baseline was established using achievement test results, functional literacy results, kindergarten end-of-the-year readiness test results, college entrance test results, grade distribution data, percent of students with passing grades, percent of students promoted, Mississippi subject area test results, curriculum completion data, comparison of average daily attendance, dropout data, surveys (which include students, parents, faculty, community, and business), and a school improvement scale. To strengthen the curriculum for the second year, new courses were added. These included an expanded reading curriculum and an accelerated English and math curriculum. A comparison of second-year data to baseline data showed areas of improvement, strengths, and weaknesses throughout the district.

This display session gives participants an opportunity to examine how one district is conducting a comprehensive review of achievement, curriculum, and student attendance. Handouts of the 1993 district performance report as well as collection data forms are available for participants.

**"ONE SCHOOL'S APPROACH TO THE INTEGRATION OF TECHNOLOGY INTO THE CLASSROOM"**

Patricia S. Ernest, Virginia W. Avery, and Rachel B. Fowler, University of Montevallo

The purpose of this session is to illustrate one school's approach to the problem of how to prepare preservice teachers to integrate technology into the public school classroom. The proliferation of technology in the workplace and the home dictates training and utilization in the schools. Conclusions from research studies indicate that students' cognitive and affective development is impacted by interaction with technology. However, studies have reported that teacher utilization is positively correlated with amount of training.

At the University of Montevallo, a multi-faceted approach was designed to deliver the training to the preservice students in required teacher education program courses. One, students acquire literacy skills through selection, evaluation, and utilization of interactive computer programs, video disks, video, and other technology. Two, students design and produce materials such as computer graphics and still image videos. Three, validation of the integration of computer technology is accomplished as they instruct and evaluate elementary students' work with the Logo language. Slides are used to visualize these three components of the program. An assessment of the stimulus and the frequency of utilization of technology by student interns provides continuing formative evaluation data of these methods.

**"REFLECTIVE INQUIRY PORTFOLIOS: A DESIGN FOR DEVELOPMENT AND ASSESSMENT OF TEACHING AND SUPERVISION SKILLS"**

William D. Impey and Jane H. McHaney, Kennesaw State College

To achieve the goal of helping students acquire the pedagogical knowledge, skills, and dispositions required for continuous professional development as well as successful entry into the profession, the development of reflective inquiry and decision-making skills has emerged as the focus of a growing number of teacher education programs. The design and implementation of effective methods and materials for instruction and assessment of students' performance in these areas of skill pose a new challenge for teacher educators.

This display session provides participants with opportunities to observe both the processes and products of a systematic design for the development and assessment of these skills as implemented in an undergraduate program in secondary education and a graduate program in elementary education. The methods and materials used for instruction and evaluation in these programs are displayed in the form of portfolios that illustrate student's written and videotaped responses to questions and tasks designed to engage them in the reflective processes of observing, analyzing, and evaluating their performance of teaching and clinical supervision roles.

**3:00 p.m. - 3:50 p.m. EVALUATION (Discussion).....Bayou Jean Lafitte**

**Presenter: John Williams, Appalachia Educational Laboratory**

**Presenters: "AN ANALYSIS OF STATE REPORT CARDS IN SEVEN SOUTHEASTERN STATES"**

Gordon C. Bobbett, Educational Consultant, and Russell L. French, University of Tennessee

"Report cards" on schools have become common in many states, but little attention has been given to the value and uses of "report card" data. The purpose of this study was to analyze and compare state report cards in seven southeastern states (North Carolina, South Carolina, Georgia, Florida, Mississippi, Louisiana, and Tennessee).

The study examined areas commonly reported in state report cards: (1) state and/or national instruments to measure student outcome, (2) district and/or school level data, (3) demographic categories (teacher training, gender, race, teacher salaries, and expenditure per pupil, (4) state outcome expectations for the district/school based on other educational factors, and (5) statistical procedures used by the state to evaluate data.

The findings are that: (1) student outcome is evaluated by a variety of instruments (e.g., Stanford, California, the respective state instrument), (2) some states use demographic data to project the district's/school's student outcome, and (3) states omit data relating to school organization, school climate, parent involvement, instructional methodologies, and ethical/moral issues.

State report cards are in the embryonic stage of development. Neither student outcome data nor other reported factors are used to their fullest advantage. Little is understood about each area of data, and even less is known about the real relationships between such areas.

#### "ENHANCING INDIVIDUAL LEARNING: THE FORGOTTEN ROLE OF EDUCATIONAL ASSESSMENT"

Winifred C. Nweke, Tuskegee University

The most well-known use of educational assessment, unfortunately, is that of accountability, from which educational assessment gets all its negative connotations. A crucial, but often forgotten, role of educational assessment is to enhance students' learning.

This paper illustrates how a combination of traditional paper and pencil tests and performance-type assignments has been used effectively to facilitate learning in an undergraduate test and measurement class. The sample was 34 students enrolled in the course. The assessment techniques used comprised five pencil and paper tests, which accounted for 40% of the course grade, five homework assignments (40%), and a capstone project (20%). The traditional tests and performance assignments were designed to overlap on topics and concepts to reinforce and supplement one another.

A low correlation ( $r=37$ ) was found between grades on the pencil and paper tests and the performance part. Students report that doing the performance assignments engendered and facilitated a better understanding of the material through independent inquiry, problem solving, test construction, and validation. Students also indicated that the nonthreatening nature of the projects and homework sustained their hope of passing the course, contrary to the feedback from the pencil and paper tests.

#### "HOW DO PARENTS AND SCHOOL STAFF 'GRADE' LOUISIANA'S SCHOOL REPORT CARDS?"

Susan E. Kochan, Bobby J. Franklin, Linda J. Crone, and Catherine H. Glascock, Louisiana Department of Education

R.S. 17:3912 mandates that Louisiana's Department of Education (LDE) publish School Report Cards on public schools statewide. LDE staff are soliciting feedback from parents, teachers, and principals to assess the program's effectiveness.

Roughly 125 schools were randomly selected statewide. At each site, the principal, faculty, and a random sample of parents completed surveys assessing respondent attitudes toward the School Report Card program in general and evaluating the contents/format of their school's Report Card in specific. Findings from this exploratory survey were used to develop interview protocols for follow-up focus groups with parents, teachers, and principals. Correlational methods and ANOVA were used to analyze/compare subgroup responses to closed-ended survey items, while the constant comparative method was used to analyze open-ended survey responses and focus group field notes.

Preliminary findings revealed that parents and school staff approve of Report Cards in concept, but are less confident the Report Cards actually improve school performance. Though respondents found the Report Cards easy to read, analysis of open-ended responses revealed some misinterpretation of selected indicators. Respondents also requested more information on student demographics/discipline, as well as

**WEDNESDAY, NOVEMBER 10, 1993**

teacher preparation/certification. Focus group scheduling has been started.

**"RELATIONSHIP BETWEEN SCHOOL CLIMATE, PROGRAM PARTICIPATION,  
AND ORGANIZATIONAL LEVEL"**

Gordon E. Kenney and E. Dean Butler, Memphis State University

The investigators assessed changes in learning environments over a three-year period through annual audits of school climate in Tennessee. The Tennessee School Climate Inventory (TSCI) was administered to 3,048 teachers in 99 schools throughout the state between 1990 and 1993. TSCI dimensions assessed were order, leadership, environment, involvement, instruction, expectations, and collaboration.

Data were compared across two independent variables (program experience and organizational level). A doubly multivariate repeated measures design was employed with school size as a covariate. Research questions addressed were (a) Do differences exist in the seven school climate dimensions between schools with and without program experience? and (b) Do differences exist in school climate dimensions between school organizational level?

Major findings suggest that elementary schools had climates more conducive to learning than upper divisions schools (middle/junior high and senior high). Differential patterns of school climate changes were observed between those schools with and without program experience with experienced schools showing more improvement in school climate over the course of their involvement.

**3:00 p.m. - 3:50 p.m. EARLY CHILDHOOD EDUCATION (Discussion).....Bayou Teche**

**Presider:** Arlene Amos, Choctaw County Schools

**Presenters:** "TRANSITION CLASS: ACHIEVEMENT AND SELF-ESTEEM OUTCOMES THROUGH THE END OF THE FIRST YEAR"

Peggy H. Connell and Janet Evans, Tarrant (AL) School System

The purpose of the study was to assess the effects of a transition class (an extra-year after kindergarten) on students' achievement and self-esteem. Transition-class students were compared to referred-not-placed students and a random sample of first-grade students. Students' achievement was measured by the Kaufman Test of Educational Achievement, ability was measured by the Kaufman Brief Intelligence Test, and self-esteem was measured by the Piers-Harris Children's Self-Concept Scale. The results of students' achievement by ability levels were analyzed using an analysis of variance 2 X 3 factorial design. The findings of the study indicated that students' achievement was dependent on their ability level rather than the type of program placement. An analysis of variance indicated no significant difference in self-esteem among the groups. Since the number of transition classes has increased, the effectiveness of transition classes needs to be documented.

**"PRESCHOOL IN A MULTICULTURAL SETTING: CHILDREN IDENTIFY CHILDREN BY COLOR, CULTURE, AND NATIONALITY"**

Vicki Whitener-Lepanto, Centenary College, and Gloria C. Correro and R. Dwight Hare, Mississippi State University

The purpose of this study was to examine the ability of preschool children, who were in a multicultural preschool setting, to assign color, culture, and nationality to their peers. A qualitative methodology was chosen, and on-site observations and interviews with both American and international families were conducted. Interviews were conducted in the home of the family or a location selected by the family.

The data that emerged indicated the children did categorize their peers by color, culture, and nationality. Darkness and lightness of skin were major determinants in their categorization.

**"KINDERGARTEN STUDENTS' SELF-CONCEPTS AND PERCEPTIONS OF PEER INTERACTIONS"**

Joanna M. Grymes and Dianne Lawler-Prince, Arkansas State University

Perceptions of self are related to perceptions of how others perceive the self. In this study, kindergarten students' self-concepts in relationship to views of their interactions with peers were examined.

Data were gathered across a two-year time span in a centralized kindergarten program in a school in the Mid-South. Teachers participated voluntarily. The Woolner Preschool Self-Concept Picture Test (WPSCP) was used when interviewing the 345 participants. Results indicated that 88% of the participants scored a "high self-concept" and 12% scored low.

On one item of the WPSCP, students chose between a picture that represents a child being a part of the group or a child separate from the group. Answers from this item were used to measure children's perceptions of their peer group interactions. Most children described themselves as accepted rather than rejected by the group (82.9%).

Chi-square analyses suggested a strong relationship between self-concept and children's description of their peer interactions. Findings revealed more low self-concept children who described themselves as rejected and fewer high self-concept children who described themselves as rejected than would be expected  $X^2 (1, n = 345) = 12.466, p < .01$ . Implications that support the importance of self-concept and children's perceptions of interactions with peers are provided.

**"NURTURANCE OF INFANT AND TODDLER LANGUAGE: A REVIEW OF VERBAL INTERACTIONS"**

Robbie B. Roberts, University of Alabama-Birmingham

The purpose of the review of literature was to determine factors that result in nurturance of language development in infants and toddlers in the home or care-giving setting. The studies reviewed include child-adult dyads interacting in the natural home setting or toy manipulation situation.

The findings of this study reveal that speech to a child is significantly different from speech to an adult. Language and communication techniques used by the adult when directed to an infant or young child include intuitive aspects as well as paralingual features. Research cited in this paper notes coaction and alternation, expansion of infant utterances, parental prompting, repetition, imitation of nouns, verbs and adjectives, and object labeling as features of adult speech that nurture beginning language development. There is reason to believe that a child's speech is influenced by and may influence the speech of those communicating with him.

Implications of the review suggest that children benefit significantly from interactions with adults when compared to interactions with siblings or same age-mates. Preverbal infants and toddlers benefit from frequent verbal interaction with adults.

**3:00 p.m. - 3:50 p.m. HIGHER EDUCATION (Discussion)..... Bayou D'Arbonne**

**Presider: Nola J. Christenberry, Arkansas State University**

**Presenters: "THE IMPACT OF MONOTONE ON COLLEGE INSTRUCTION"**

**Esther Leung, Eastern Kentucky University**

The purpose of the study was to determine the impact of teacher's monotone on the effectiveness of college instruction that is typically delivered through verbal discourse. Research was focused on (1) whether a teacher's monotone lecture would affect students' short-term retention of class presentation, (2) whether a teacher's monotone would affect students' satisfaction with the instructor's verbal performance, and (3) whether there was a correlation between students' satisfaction with teacher's voice quality (subjective evaluation) and students' short-term retention of class presentation (objective performance).

A pilot study was conducted in two Introduction to Special Education classes. Forty college students listened to the same lecturer. Half of the subjects heard the lecture presented in monotone while half heard it in the lecturer's natural voice. The study was replicated in three more Introduction to Special Education classes with approximately 100 student participants.

Analyses of variance indicates that instructor's monotone presentation significantly affected students' short-term retention of the lecture content and satisfaction of the lecturer's performance. Chi-square Contingency Table analysis indicates a correlation between students' satisfaction with the lecturer's voice

quality and students' short-term retention of the lecture.

**"EFFECTIVE SCHOOLS: A PARADIGM NEW TO INSTITUTIONS OF HIGHER EDUCATION"**

Karen L. Clark, National University

The purpose of this position paper is to introduce a paradigm new to institutions of higher education that focuses on teaching and learning. The education reform movement has swept the nation and left in its path a plethora of programs and plans that promise to pursue academic excellence. Higher education has not escaped the reform movement, nor has it been persuaded to rest on its laurels. Because of budget cuts, popular demand, and political punch, faculty at institutions of higher education are faced with the challenge of continuing with research and scholarship while responding to the demands of increased teaching responsibilities.

The Effective Schools Model represents a natural system theory that focuses on organizational health along with academic achievement of students. The paper identifies primary correlates and process variables represented in Effective Schools that allow us to take a new look at the teaching and learning process in institutions of higher education and how this paradigm supports this movement.

**"TECH PREP ARTICULATION: NEW OPPORTUNITIES FOR THE NEGLECTED MAJORITY"**

Dennis G. Tesolowski, Gerald G. Lovedahl, and Clinton H. Isbell, Clemson University

Central to the philosophy of Tech Prep is the concept of articulation of course work from the high school level into a technical college two-year program. As students complete the two-year technical college program, and as career and occupational goals change, the opportunity should be afforded students to enter the work force and/or to continue their education, formally or informally.

Review of Tech Prep programs throughout the United States indicates that the primary emphasis on articulation has focused on the high school programs and the technical/community college. There is little evidence of a formal process that would provide the completer of a Tech Prep program direct access to a four-year baccalaureate program.

As a result of extensive evaluation of programs and the collaborative efforts among consortium members, a model was developed that will enable students entering a Tech Prep program at the high school and technical college level to continue her or his career aspirations in a baccalaureate degree program with minimum disruption or duplication of effort. This process involved evaluation of the high school Tech Prep programs, with special emphasis on the transfer of TAP (Technical Advance Placement) credits into the technical college program.

**3:00 p.m. - 3:50 p.m.    EXCEPTIONAL EDUCATION (Discussion).....Diamond A**

**President:**                    Beatrice Baldwin, Southeastern Louisiana University

**Presenters:**                "COPING SKILLS AND COLLEGE EXPECTATIONS IN LEARNING DISABLED HIGH SCHOOL STUDENTS"

Susan M. Kelly and Amy P. Dietrich, Memphis State University

Alternative admissions and support services have created a significant enrollment increase in learning-disabled college students. In order for these students to be successful, they must develop realistic expectations and coping skills at the high school level.

The purpose of this study was threefold: to assess the level of academic coping skills and college-related expectations among college-bound learning-disabled students from different high school programs, to compare them with factors identified as critical for college success by learning-disabled college students, and to develop guidelines for college preparatory survival courses.

Subjects were 100 college-bound learning-disabled high school students from public and private school special education programs. Students rated perceptions of their coping behaviors and college expectations by completing a self-report Likert-scale instrument, a modification of the CSEQ Scale. A random sample of

WEDNESDAY, NOVEMBER 10, 1993

these subjects participated in structured interviews.

Data were compared to the factors identified by successful learning-disabled college students in an earlier study. Results indicated significant discrepancies between the two data sets. Areas of discrepancy were used to identify potential topics for generic college preparatory courses. In addition, differences among the different high school groups indicated the need for individualization in course program design.

**"INACCURATE PERCEPTIONS OF SCHOOL PERSONNEL REGARDING ATTENTION DEFICIT HYPERACTIVITY DISORDER"**

Tami H. Cline, Forrest City (AR) Schools, and John R. Slate and Craig H. Jones, Arkansas State University

Although empirical evidence refutes Feingold's claim that food additives and sugar contribute to hyperactive behavior, a recent study revealed that many Canadian teachers inaccurately believed that food consumption contributes to hyperactivity. This study was a replication and extension of the Canadian study in which educators in the Mid-South were surveyed to ascertain their beliefs regarding the effect of various foods on hyperactive behavior, as well as their knowledge of the causes, diagnosis, and treatment of Attention Deficit Hyperactive Disorder. This sample was comprised of 122 teachers, administrators, and counselors at six schools in eastern Arkansas.

Of 17 foods listed, participants selected all but two as contributing to hyperactivity for children with ADHD and every food as contributing to hyperactive behavior in children without ADHD. Knowledge regarding the effects of food on hyperactivity was unrelated to understanding of the causes, diagnosis, and treatment of ADHD. No differences in understanding occurred by years of experience. Though no differences by grade level taught occurred in knowledge of the effects of foods, teachers in the third through sixth grades were more knowledgeable about diagnosis and treatment than were teachers at other grade levels. Implications for special education referral and teacher training are discussed.

**"EDUCATIONAL IMPLICATIONS OF COCHLEAR IMPLANTS IN DEAF CHILDREN"**

Bonnie Parnicky, Memphis State University

Cochlear implants have tremendous potential to aid profoundly deaf students in achieving competency in using spoken communication. However, realizing that potential requires long-term intensive instruction and the utilization of a multidisciplinary team approach. Educators of such children will need a working knowledge of what a Cochlear implant prosthetic is and what to expect in the way of auditory stimulation in order to effectively plan and implement educational strategies.

With the current trend towards inclusion of students with disabilities in the regular classroom environment and with the number of children receiving Cochlear implants expected to increase in the coming years, the schools and regular and special educators alike will be challenged to take on new roles. Some of the roles educators are expected to assume are providing guidance to parents of deaf children who are considering the Cochlear implant device, assisting in the pre-implant screening, incorporating auditory training and speech teaching into the regular classroom environment, and monitoring and maintaining the Cochlear implant device when the child is in school. Educators of children with Cochlear implants are in a prime position to generate much needed data concerning the impact of the Cochlear implant device on the profoundly deaf child's educational development.

**"A COMPARISON OF THREE GROUPS OF AT-RISK COLLEGE STUDENTS"**

Caroline Dunn, Auburn University

This study investigated the scholastic aptitude academic achievement and self-reported personal characteristics of three groups of at-risk college students: college students with a formal diagnosis of learning disabilities (LD), college students who self-identified as having a learning disability (SILD), and college students who are low achieving (LA). Each group comprised 30 participants, who were matched with regard to gender, race, and ethnicity. Participants completed the Personal Characteristics Rating Scale and the Scholastic Abilities Test for Adults, a standardized test measuring scholastic aptitude and achievement.

The data gathered were subjected to a one-way multivariate analysis of variance. Because

WEDNESDAY, NOVEMBER 10, 1993

overall significance was achieved, post hoc procedures were employed. One-way ANOVAs were run on each dependent variable. Scheffe's tests were then performed on those variables achieving significance in order to determine which group means were significantly different.

In general, the results revealed that the scholastic aptitude and academic performance of the group with a formal diagnosis of LD was significantly different from the LA and SILD comparison groups in several areas. Furthermore, the self-ratings of performance and characteristics of the LD and SILD groups were significantly lower than the LA group for many variables.

3:00 p.m. - 3:50 p.m.    **LEARNING (Display).....Rayou Jean Lafitte III**

Presenters:            **"A SURVEY OF FAMILY INVOLVEMENT PRACTICES"**

Linda Garris Christian, Arkansas Tech University

The purpose of this display is to share with participants a survey research study of family involvement conducted by university students in a rural area. The visual display will allow researchers to report what kinds of activities in which families of today are engaged.

The instrument used was the Parent Involvement Questionnaire, designed and used by the primary researchers previously. Of the 400 returned survey forms, students collected 325 usable survey forms. They categorized the involvement of families into three types: community, school, and home. They found that the younger the children in the family the more likely family members were involved in home-related activities, and the older the children in the family the more likely the family was involved in community activities. The types of school-related activities seemed to be more geared to direct involvement with the children.

This will benefit MSERA participants by challenging them to think about family involvement as opposed to parent involvement and in redefining what involvement is about.

**"A NEW INSTRUCTIONAL DESIGN AND DEVELOPMENT PROGRAM AND INSTRUCTIONAL COMPETENCIES"**

Karen Rasmussen and John V. Dempsey, University of South Alabama

Professional competencies are used as the basis for training instructional designers. As the profession of instructional design and development (D&D) matures, consensus of the composition of these competencies must be attained. Various competencies have been suggested by AECT, ISBSTPI, and instructional design professionals.

A new ID&D doctoral program was implemented in September, 1992 at the University of South Alabama; a master's program had been in place for several years. To help assess entry competencies, monitor student development, and assess program effectiveness, a survey was designed that permits students to self-assess personal ID&D competencies. Students also chose 10 competencies that they felt were important to develop. ID&D faculty were given the same survey to assess general student competencies.

Major questions addressed by the surveys included competency levels of incoming students, comparison of faculty and student perceptions, how do student competencies compare to professional competencies, and how do competencies for master's students differ from those of doctoral students.

These data provide insight into the strengths of ID&D students and which competencies are perceived as important for student and faculty professional development. This information can strengthen graduate programs and assure continued validity of common competencies.

**"HOUSE OF MEMORIES"**

Robert Marousky, Anne-Marie Armstrong, Margaret Carpenter, and Mary Ann Robinson, University of South Alabama

Most modern textbooks use the computer as a model for memory and the mind. There is a large portion of the population who cannot equate to this analogy. To reach this segment of the population, an alternate analogy is being developed. Because everyone is familiar with a house (or home), this project uses this common object as the central focus of the analogy. All of the mental processes such as perception, encoding, storage, and

retrieval are incorporated into the analogy. An interactive computer program for the Macintosh computer is currently under development.

**4:00 p.m. - 4:50 p.m. LEARNING (Discussion).....Bayou Jean Lafitte**

**Presider: Lin Wang, Texas A&M University**

**Presenters: "THE ROLE OF STRATEGIES AND KNOWLEDGE IN PROBLEM SOLVING: A REVIEW OF THE LITERATURE"**

**Michelle Harmon, Mississippi State University**

Current research continues to attempt to determine factors, or combinations of factors, that influence efficacy in problem-solving behaviors. This presentation examines several viewpoints regarding the most important component, or combination of components, needed for the most successful problem-solving behaviors to occur. Quantitative literature is reviewed in the area of problem solving with emphasis in both (1) the interacting influences of strategies and knowledge and (2) the influence of strategies independent of knowledge.

Findings suggest that knowledge permits an individual to engage in higher levels of reflective thinking or metacognitive strategies. With knowledge, the problem can be represented more completely. A more complete representation allows for more efficient and effective reflective monitoring of the problem-solving process. It appears that the reflective thinking processes, which encourage elaboration on a problem, are instrumental in producing the most efficient problem-solving behaviors. Findings suggest that these metacognitive strategies need to be specifically taught to students. Also of interest is the finding that suggests that use of examples of problem solutions facilitates transfer to analogical problems.

**"AN EXPLORATORY STUDY OF THE RELATIONSHIPS AMONG CREATIVITY, AND ACTUAL AND PERCEIVED PROBLEM-SOLVING ABILITY"**

**Linda W. Morse, Mississippi State University**

The purpose of this paper was to explore the relationships among sets of variables representing creativity, convergent and divergent thinking ability, and perceived skill in problem-solving. Data were collected from 61 undergraduate students who responded to a questionnaire about their problem-solving skill (PSSQ) and who took a test containing six problems: two brainstorming tasks, two probability questions, one murder mystery, and one syllogism. Additionally, they took the Torrance Test of Creative Thinking (TTCT). Other information collected included demographic information and ACT scores.

Correlations were computed between all variables. A number of significant correlations were found. Additionally, a multiple regression analysis was computed using problem-solving performance, factor scores from the PSSQ, and scores from the TTCT to predict the overall creativity index. The murder mystery, a convergent thinking task, and one divergent thinking task were found to be significant predictors of the creativity index. This study offers some empirical evidence in support of the role of creativity on academic tasks as well as problem-solving ability, which remains a complex and interrelated skill.

**"ACADEMIC SKILLS OF SECONDARY SCHOOL STUDENTS AS A FUNCTION OF GRADE, GENDER, AND CONCEPTIONS OF INTELLIGENCE"**

**Patricia Clark Blake, Sloan-Hendrix (AR) High School; Stacey Sloas, Harrisburg (AR) High School; and John R. Slate and Craig H. Jones, Arkansas State University**

Studies indicate that secondary school students lack appropriate study skills. Successful remediation of this problem will require an understanding of how study skills vary as a function of mediating variables such as grade level, gender, and conceptions of intelligence. These relationships were investigated in a sample of 206 secondary students at a secondary school in the Mid-South.

Students in grades 7 through 12 completed the Study Habits Inventory-High School version and the Thoughts About Achievement Scale. Students typically performed fewer than 46% of the study skills measured. Characteristic weaknesses included not recopying lecture notes, waiting until the last minute to study, not using charts and diagrams, and having no special system for learning new terms. Study skills improved in grades 7

to 9, decreased in grades 10 and 11, and improved somewhat among seniors. Although there was no difference in study skill levels between males and females, males relied on memory more and had reports ready on time less than did females. Study skills and conceptions of intelligence were related such that students with an incremental view (i.e., believe ability can be modified with effort) exhibited better study skills than did students with an entity view (i.e., believe ability is fixed). Implications are discussed.

**4:00 p.m. - 4:50 p.m. SCHOOL RESTRUCTURING (Discussion)..... Bayou Teche**

**Presider:** T. Lee Napier, Jackson State University

**Presenters:** "USING AN ACCELERATED SCHOOLS' SCHOOL-UNIVERSITY PARTNERSHIP TO INFORM CHANGE IN A COLLEGE OF EDUCATION'S TEACHER AND ADMINISTRATOR TRAINING PROGRAM"

Leetta Allen-Haynes, University of New Orleans

The purpose of the study was to observe and analyze a school-university partnership working towards mutual change as a result of the relationship. The college of education involved in this study has established a partnership format that used the Accelerated Schools Project as the mechanism to obtain field-based research data to support changes in the pedagogy and practices of their preservice and inservice teacher and administrator preparation programs.

The qualitative research methodology involved indepth participant observation and interviews. The case study research design included data on the factors that facilitated the development of the partnership, the factors pertinent to the current design and goals of the partnership, and an analysis of these through the research lens of prevailing research model of "ideal partnership" design.

The findings in this study provided detailed case study data that was used to support an understanding of the dynamic of the partnership under study, as well as information to facilitate assumptions regarding partnership development in general. The research concluded with a proposed conceptual model of school-university partnership design.

**"SCHOOL LEADERSHIP PERCEPTIONS OF PERSONNEL FUNCTIONS: A COMPARATIVE ANALYSIS"**

Judith Gahr, Orleans Parish (LA) Public Schools, and Ira E. Bogotch, University of New Orleans

Many administrative functions, including personnel functions of recruitment, selection, hiring, induction, staff development, assessment, and termination, that had previously been assigned to central offices must now be absorbed by individual schools. This trend is likely to continue with federal persuasion, state waiver processes, and from a combination of both entrepreneurial behaviors and privatization. The purpose of this study was to compare the perceptions of school principals regarding the decentralization of personnel functions across four distinct school system settings: public centralized, public decentralized, independent private, and confederated non-secular schools.

School-site leaders (N=100) from the four contextual settings were surveyed about their perceptions of centralized, decentralized, and alternative mechanisms for each of the above personnel functions. Descriptive and inferential statistics were reported as were data on instrument validity. Pretesting for content validity with each of the four school systems was conducted before sending out the survey.

The findings will report respondents' views towards their current systems' practices versus having more autonomy, those personnel areas that most concern school-site leaders, and their attitudes and knowledge of alternative personnel mechanisms that are rapidly entering into the restructured school systems' daily operations. The empirical data provide researchers and school systems with information about the future directions of the administration of school personnel.

**"WHAT HAPPENS TO NEW TEACHERS?: DETERMINING THE SUCCESS OF A SCHOOL REFORM PROGRAM THROUGH THE SOCIALIZATION OF NEW FACULTY"**



Laura A. McCammon, East Tennessee State University

This study sought to determine the extent a school change program involving both educational reform and school restructuring had become institutionalized by focusing on the teacher socialization process. Four theatre teachers, two of them new, in a large urban school magnet program were observed over a school year using qualitative methodology. Interviews, school documents, and a university research team's reports provided additional data.

The new teachers did not learn to incorporate the school reform program in their teaching; furthermore, the teachers themselves failed to form an effective workplace group. Lack of organizational support was largely to blame; e.g., the school hired the new faculty after the inservice week and provided them with little training in either the school reform program or group work. The dynamics of the change process itself was also a factor. After four intense years, the school's reform program seemed to enter a resting phase, unfortunately when there was a significant faculty turnover in the theatre department.

This study has implications for those involved in school reform: (1) because these programs are dynamic processes, different types of organizational support are needed during different stages; and (2) schools must not neglect the training and socialization of new faculty.

**"TECH PREP IN ARKANSAS, A PROPOSED BETTER WAY"**

Harold E. Griffin, University of Central Arkansas

The purpose of this study is to present a new educational opportunity that is available in the state of Arkansas. The new plan called "Tech Prep" will be mandated in the state.

Tech Prep education is an alternative to the college prep course of study. It prepares the student for a highly-skilled technical occupation that allows either direct entry into the workplace as a qualified technician or continuation with further education leading to baccalaureate and advanced degrees. Tech Prep is a four-year sequence of study beginning in the eleventh year of high school through two years of postsecondary occupational education, culminating in a certificate or associate degree.

The long-range plan will have each school in the state coordinating a program with a two-year college. The public schools and the college will develop a set of general agreements, policies, and procedures for establishing program or course articulation agreements.

The primary goal of Tech Prep is to establish a mechanism and network to serve as a platform for future educational reform initiatives.

**4:00 p.m. - 4:50 p.m.    TEACHER EDUCATION (Discussion).....Bayou D'Arbonne**

**Presider:**                    William Rieck, University of Southwestern Louisiana

**Presenters:**                "TEACHING CHILDREN FROM MINORITY GROUPS TO THINK CREATIVELY"

Anjoo Sikka, Mississippi State University, and Camille B. Branton, Delta State University

Though all individuals have a potential to be creative, this potential may not always be actualized. In order to determine the effect of participating in creativity stimulation (training) exercises on creative thinking ability, a week-long study was conducted with 101 African-American students from the fourth-, fifth-, and sixth-grades of a school in rural northeast Mississippi.

A Solomon-Four-Group-Design was utilized to determine the effects of creativity stimulation on Torrance Test of Creative Thinking (Figural) scores. Treatment, [F (21, 250) = .71, p > .05], Pretest Condition [F (7, 87) = .80 p > .05] and Interaction [F (21, 250) = 1.37, p > .05] effects were not significant. These results are discussed in the context of future strategies for research pertaining to creativity.

A major component of this session focuses on strategies that are effective and ineffective in teaching creative thinking to elementary school children from rural, minority backgrounds. The session also includes a discussion of the various definitions of minority group membership and creativity.

**"PREPARING PRESERVICE TEACHERS TO WORK WITH STUDENTS WHO ARE CULTURALLY DIVERSE"**

Teresa R. Callahan, Shirley J. Bowles, and Nancy B. Maszta, University of Southern Mississippi

Demographic changes in our country and massive minority teacher decline are evidence of the need for visionary training in teacher education. According to a 1991 census report for this particular state, minority teachers comprise 31% of its 27,867 teacher force, yet minorities constitute nearly 51% of the student body. For Southerners, the challenge is clear: Teachers must learn to effectively manage the transition of challenging demographics if they expect to retain and teach students. Thus, this paper purports the need to include multicultural education in teacher training programs so that preservice teachers are prepared attitudinally and prepared with an array of instructional techniques to be supportive of culturally diverse students.

Research literature shows a high correlation between successful academic performance of minority students and the educator's sensitivity (attitude, beliefs), knowledge, and application of cultural information. Yet, the findings indicate that there is a paucity of research regarding instructional procedures or diversity curricula.

Guided by research, special education statistics, and a one-year study on cultural sensitivity, the teacher education faculty modified its teacher training program to include the following: (1) a multicultural forum as a component of a professional development seminar, (2) collaboration with local schools, and (3) inclusion of multicultural curricula in core classes.

**"THE USE OF CASE STUDIES IN THE PROFESSIONAL SEMINAR FOR SECONDARY STUDENT TEACHERS"**

Linda Jones and Joan K. West, Mississippi State University

Professional literature advocates use of case studies in teacher education. During the 92-93 school year, secondary student teachers were introduced to the use of case studies during their professional seminar, which is taught concurrently with student teaching. The students analyzed three case studies: (1) one as a total class, (2) one in small groups with feedback from the total class, and (3) one videotaped with class participation.

Published case studies were used as a model so that the students could generate their own case studies. Each student was instructed to review her/his journal and select a situation for use in developing and writing a case study.

These case studies are a rich source for the discussion of challenging and difficult issues in education. Selected ones will be used in the teacher education program to develop problem-solving skills and to illustrate the range of situations students can expect to encounter in contemporary schools. The use of student-teacher generated case studies is recommended because the classroom events are coming from the school contexts in which future student teachers will practice.

**"FIVE-YEAR TEACHER EDUCATION PROGRAM ATTRITION"**

Thomas W. George and Mary Kay Bordner, University of Tennessee

Teacher education at the university is a five-year process, with the bachelor's degree awarded at the end of year four and teaching licensure earned at the end of year five. When the five-year program was implemented in 1987 there was concern among faculty and administrators that teacher education students would not progress to the fifth (professional licensure) year once they had earned their four-year baccalaureate degrees.

The purpose of this study was to examine attrition rates occurring within the first three graduating classes. A three-year comparison was made between the number of graduating seniors and fifth-year enrollments. Reasons for attrition were also analyzed.

It was found that 14% of the students failed to progress to the fifth year. Financial problems and moving away from the area were the two reasons most often cited for not enrolling in the fifth year. The non-enrolling students were distributed proportionately across teaching fields, with the greatest number of students accounted for in the largest program, Elementary Education.

It was concluded that fifth-year attrition was minimal, as 86% of the eligible students returned to complete work on their teaching licenses.

4:00 p.m. - 4:50 p.m. **EDUCATION REFORM (Discussion).....Diamond A**

Presider: Jane M. McHaney, Kennesaw State University

Presenters: "DO WE REALLY WANT MORAL LEADERSHIP? A CASE FOR ETHICAL LEADERSHIP"

Daniel R. Vertrees, Tuskegee University

Moral Leadership is insufficient and is a misdirection of the purpose and responsibility of school leadership. The recent trend calling for a movement toward Moral Leadership as a basis for school improvement grounds educational leadership on a low level of an ethical hierarchy.

This presentation illustrates how Moral Leadership is at the base of an ethical hierarchy. A case is made for educational leadership to be seen at a higher level on the hierarchy. This shift in perspective provides a more over-arching direction for educational institutions.

Much has been written about the necessary vision and values of educational leaders. This discussion examines vision, values, responsibilities, and the potential irreconcilable personal discord for leaders who approach Moral Leadership without a clear understanding of an ethical hierarchy and inherent conflicts.

The conclusion of this paper calls for a move to Ethical Leadership - a higher position on an ethical hierarchy. Movement to such a level provides a strong position for leadership in school reform to support growth and transformation rather than to perpetuate inequity.

"EDUCATIONAL FUNDING AND STUDENT ACHIEVEMENT: YOU BE THE JUDGE"

Robert E. Lockwood, Alabama State Department of Education, and James E. McLean, University of Alabama

This study examined the relationship between student achievement and the level and type of educational funding. After a critical review of existing literature, data from a state testing program using the Stanford Achievement Test in grades four and eight were obtained. Instructional expenditures were extracted from state financial reports and were defined to exclude salaries. The relationship was examined by regressing student achievement on instructional expenditures, instructional expenditures squared, and instructional expenditures cubed. The unit of analysis was the school system.

Previous research in this area appears primarily in econometric journals and relies on linear regression (production function in economic terms) to estimate the relationship between funding and achievement. Most interpretations were based on the sign of the regression coefficients ignoring the effects of multicollinearity. Many studies concluded that there was little or no relationship between achievement and funding. The present study found both a statistically and practically significant relationship between achievement and funding when more than a linear relationship is considered and when funding is defined in terms of direct student support. These results are important to the education community to counter the growing number of court challenges to the need for additional funding for education.

"FIRST-YEAR TEACHER RETENTION IN ALABAMA: COMPLETION OF A TWENTY-YEAR PROFILE (1973-1992)"

W. Donald Clayton and Terry G. Roberson, University of Montevallo

The purpose of the study was to construct a descriptive profile of non-returning first-year teachers in Alabama. The study completes a cycle of four studies, beginning with the 1973-1974 school year. Surveys were completed and returned by 100 non-returning first-year teachers at the beginning of the next school year--when it was clear that they would not return. Data regarding Demographics, Motivations, (e.g., reasons for leaving teaching or changing schools), Experiences (e.g., first-year teacher orientation) and Perceptions (e.g., problems in schools and education) were collected.

Descriptive statistics were used to profile the most current non-returning first-year teachers and to compare the resulting profile with that of the three earlier studies.

The resulting profile was not significantly different demographically from characteristics of teachers in general, with the exception of age and degree level. First-year teachers increasingly report leaving for job-related rather than personal reasons, and they report quite a variety of experiences, positive and negative, as first-year teachers. Reportedly, the perceptions of these teachers about schools are rooted in their experiences

during the first year. These findings represent important information both for preservice teacher educators and for employing school districts.

**"ARE STANDARDIZED MEASURES OF TEACHING KNOWLEDGE BETTER PREDICTORS OF TEACHER PERFORMANCE THAN WE THINK? A QUANTITATIVE SYNTHESIS OF THE CRITERION VALIDITY OF NTE TESTS OF PROFESSIONAL EDUCATION AND PROFESSIONAL KNOWLEDGE"**

John Nunnery, Memphis State University

The use of National Teacher Examinations scores as a component of teacher licensure requirements became commonplace in the 1980's. The use of NTE scores for this purpose has attracted widespread criticism from the educational community because reviewers and primary investigators have typically been pessimistic about the criterion validity of the tests. However, no reviewers have used statistical techniques to assess the evidence of criterion validity across studies. Studies reporting correlations between the NTE tests of Professional Education or Professional Knowledge and principal or supervisor ratings were obtained through a comprehensive search of the literature. Correlations from obtained studies were analyzed to obtain a maximum likelihood estimate of the mean population correlation (with 95% confidence intervals), a test of the homogeneity of the correlations, and a three-dimensional model depicting the influence of instrument reliability on the estimates.

Results of the review indicate that the relationships between these NTE tests and principal/supervisor ratings have been remarkably consistent across time, that the population correlation is positive and significantly different from zero, and that these NTE tests have practical significance in predicting teacher success as measured by performance ratings.

**4:00 p.m. - 4:50 p.m. MULTIVARIATE STATISTICS FROM THE PERSPECTIVE OF NON-METHODOLOGY DOCTORAL STUDENTS: A REVIEW OF FOUR ANALYTIC ISSUES (Symposium).....Bayou Jean Lafitte II**

**Organizer:** Carolyn Kuehne, University of New Orleans

**Presenters:** "OVERVIEW"

Some methodologists have argued that it may be vital to use multivariate methods in many educational research studies for at least two reasons. First, multivariate methods avoid the inflation of experiment-wise Type I error rates. Second, and more importantly, multivariate methods honor a view of reality as being a place in which every cause has multiple effects and a place in which most effects are multiply caused. Four papers are presented in this symposium to stimulate discussion of related analytic issues.

**"THE IMPORTANCE OF PLANNED VERSUS POST HOC TESTS IN MULTIVARIATE ANALYSIS OF VARIANCE"**

Carolyn Kuehne, University of New Orleans

It is well known that ANOVA planned contrasts have more power against Type II error than do unplanned comparisons. Thus, many ANOVA researchers now refuse to conduct omnibus tests. Of course, the same dynamics occur in the multivariate case. This paper argues for more frequent use of multivariate planned contrasts, as against omnibus tests. The paper cites heuristic data to illustrate how multivariate planned contrasts can be readily implemented using commonly available statistical packages.

**"BASIC ISSUES IN THE USE OF Q-TECHNIQUE FACTOR ANALYSIS"**

Debbie Rivera, University of New Orleans

Although not quite as widely used as the R-technique factor analysis of people as the factored entities also has considerable utility in defining types of people. The procedure can be implemented with conventional statistical packages without difficulty. The utility of the procedure is illustrated with a sample data set.

**WEDNESDAY, NOVEMBER 10, 1993**

**"HIGHER-ORDER FACTOR ANALYTIC METHODS: A REVIEW OF BASIC STRATEGIES"**

Juanita Haydel, University of New Orleans

Many researchers recognize that factors can be rotated obliquely, yielding factors that are correlated with each other. However, not as many researchers realize that this interfactor correlation matrix can then also be factor analyzed. This procedure is called "higher order" factor analysis, and the procedure has many useful applications. In fact, some researchers suggest that higher-order analyses should always be conducted whenever first-order factors are rotated obliquely. Example applications of the procedure and relevant software are both described.

**"DETERMINING VARIABLE IMPORTANCE IN PREDICTIVE DISCRIMINANT ANALYSIS AND IN DESCRIPTIVE DISCRIMINANT ANALYSIS"**

Katie LeCluyse, University of New Orleans

Some researchers have not fully recognized the importance of distinguishing predictive and descriptive applications of this multivariate analytic method, but the distinction can be important. For example, adding interval variables to a DDA application can never reduce the detected effect, but more predictors can actually reduce classification accuracy in some PDA studies. Various strategies for evaluating the importance of variables in PDA and DDA applications are described. The applications are illustrated using small data sets.

**4:00 p.m. - 4:50 p.m. STATISTICS (Display)..... Bayou Jean Lafitte III**

**Presenters: "TEACHING STATISTICS -- ELABORATING INSTRUCTION"**

Karen Rasmussen and William F. Gilley, University of South Alabama

Literature reviews and presentations at a recent AERA conference (i.e., B. J. Becker, SIG/Educational Statisticians) indicated a minimum amount of research in the area of teaching statistics. Student competence in statistics is an important feature of most graduate programs. Discovering the most effective elaboration methods for learning statistics ensures that students receive the best possible statistical instruction.

In an effort to explore the art of teaching statistics, this study will examine a series of issues related to enhancing student performance in educational statistics. A series of computer-based tutorials have been created on a variety of statistical topics. The tutorials were developed so that students can apply their statistical knowledge and provide elaboration for traditional classroom instruction.

Topics examined are student mathematics/statistics background, computer experience, anxiety about statistics, and effectiveness of elaboration strategy. The tutorials are designed for education graduate students taking an introductory educational research course. These students have generally had one undergraduate statistics course.

The display will consist of computer-based tutorials, opinion/attitudinal surveys of statistical anxiety, and sample assessment materials for future pre- and posttests.

**"NORTH CAROLINA STATE UNIVERSITY'S STATISTICAL GOPHER"**

William F. Gilley, Anne-Marie Armstrong, and Karen Rasmussen, University of South Alabama

Researchers almost daily make decisions relative to what data analytic technique to use. Fortunately or unfortunately, there is no single correct procedure, thus leaving a researcher with a need to gain insight into how others have approached the same situation. For example, how does one handle the problem of examining the correlation among variables when the units are proportions? This question recently arose on one of the several statistical discussion nodes. Within minutes, several approaches were discussed, and the researcher had several options from which to choose.

The Department of Statistics at North Carolina State University has recently sponsored a Gopher site that publishes electronic articles concerning the teaching of statistics, software archives, and data bases of different statistical discussion nodes. Researchers can access to the site and perform an on-line search of discussion they find relevant and necessary concerning, for example, correlation when the units are proportions

**WEDNESDAY, NOVEMBER 10, 1993**

from data bases found on several other nodes.

How to connect to the node and make use of the many services available to researchers is shown via videotape. A sample HyperCard stack on this Gopher's basics will be available for researchers to take back to their institutions.

**"THE PREPARATION OF BAR GRAPHS FOR THE PRESENTATION OF STATISTICAL DATA AS PLAINTIFFS' EVIDENCE IN AGE DISCRIMINATION LITIGATION"**

L. Quinn Head, Jacksonville State University, and Jimmy D. Lindsey, Southern University

Bar graphs depict an analysis of city government employees regarding (1) the percentage of vested workers 39 years or younger and 40 years or older, (2) the percentage of vested employees 40 years or older who retired and did not retire before October 1 1991, (3) the median incomes of vested 40 years or older workers before and after retirement, (4) the annual health insurance costs for single coverage for a worker retiring before and after October 1, 1991, and (5) the annual health insurance costs for family coverage for an employee retiring before and after October 1, 1991.

The significance of this topic reveals how statistical analysis of data was specifically prepared in the case, *Dye v. City of Gadsden* for plaintiff's attorneys, in which the researchers served as consultants. This investigation illustrates how data are frequently presented as evidence in federal discrimination litigation cases.

Since data in this litigation involved the entire vested employee population, descriptive, not inferential, statistics were used. Color coding of data presented by each bar graph was used as the primary method to facilitate an understanding of the statistical results.

**5:30 p.m. - 6:30 p.m. KEYNOTE ADDRESS.....Bayou Jean Lafitte**

**6:30 p.m. - 7:30 p.m. PRESIDENT'S RECEPTION.....Atrium/Lafayette A**

**THURSDAY, NOVEMBER 11, 1993**

**8:00 a.m. - 5:00 p.m. REGISTRATION..... Outside Bayou Jean Lafitte**

**7:30 a.m. - 8:45 a.m. MSERA & MSERF BOARD OF DIRECTORS' BREAKFAST.....Reserved Section in Sugar House Restaurant**

**7:30 a.m. - 8:45 a.m. GRADUATE STUDENTS' BREAKFAST..... Bayou Jean Lafitte III**

**9:00 a.m. - 9:50 a.m. ADMINISTRATION (Discussion)..... Bayou Jean Lafitte**

**Presenter: Russell L. French, University of Tennessee**

**Presenters: "FIRST-YEAR ELEMENTARY PRINCIPAL INDUCTION PROGRAMS"**

**Cynthia C. Elsberry and Harold L. Bishop, University of Alabama**

**THURSDAY, NOVEMBER 11, 1993**

This study examined current new principal induction practices in Alabama, Mississippi, and South Carolina. A random sample of 130 first-year elementary principals was selected for the study. Professional responsibilities were ranked from one to ten in order of need for inclusion in induction programs. Principals also identified their exposure to different induction practices and then selected and ranked the five practices that were most effective. Previous research in this area has focused on secondary school principals or very limited numbers of elementary principals.

Chi-square analysis revealed the following: (1) there were no significant differences between the professional responsibilities that male and female principals identified as having the greatest need for inclusion in induction programs, (2) the amount of prior educational experience made no significant difference in the responsibilities chosen, and (3) significant differences were found in the induction practices that were used in small and large school systems.

The most widely used induction practice was inservice workshops; however, mentoring with a veteran principal from within a principal's own school system was considered to be the most effective induction practice. Goal setting and planning was considered to have the greatest need for inclusion in induction programs.

**"MENTORING: FACTOR FACILITATING PLACEMENT OF HIGHER EDUCATION ADMINISTRATORS"**

Susan S. Hubbard and Jacquelyn P. Robinson, Auburn University

The purpose of the study was to determine the effect of mentoring on administrative position of males and females in higher education. The effects of mentoring were measured in relation to position level, gender, and the interaction of position and gender. Data were collected utilizing a mailed instrument. The sample was 370 randomly-selected administrators in four-year institutions in six southern states.

Multivariate analysis of variance was utilized. A significant effect was found for gender ( $p < .05$ ) indicating significant difference between males and females. Univariate follow-up tests were utilized on each of the multivariate effects. Significant effects were found for mentoring during early professional career and for mentoring to obtain current position. Females reported having mentors more frequently than did males, and, during their early careers, more frequently the mentors were females. Females also reported utilizing mentoring to help obtain their current positions more often than did males.

These findings have important implications, particularly for females aspiring to administrative positions in higher education. It appeared that women who were a part of mentor/protege relationships were more successful in reaching their aspirations.

**"A PILOT STUDY OF PERSONALITY DIFFERENCES BETWEEN MALE AND FEMALE SCHOOL ADMINISTRATORS"**

Linda Hampton Wesson and John L. Burns, Arkansas State University

The problem addressed was whether or not personality differences existed between male and female administrators. The restructuring movement in education has had its leaders defined in terms of flexibility and resilience, risk-taking, collaboration, communication, and rejection of conventional stereotypes. A reasonable question, then, becomes that of whether or not differences in personality-behavioral attributes may be predictive of sex role fits for the restructured schools.

The Personal Attributes Questionnaire (PAQ) and the California Psychological Inventory (CPI) were administered to both males and females who held an administrative position in public school systems. The three scales of the PAQ and 20 folk scales along with the three vector structural scales of the CPI were scored. Independent t tests were computed for each between the male and female participants. One of the PAQ scales and nine of the CPI scales yielded significant differences between sexes. Attention was also directed to the scales on which significant differences were not found. Contrary to some popular expectations, male (more than female) school administrators subscribed to more traits for which social desirability differs between sexes as measured by the PAQ. On the CPI scales where significant differences appeared, females scored consistently higher than males.

**"THE ROLE AND FUNCTION OF THE DISSERTATION IN EDUCATION ADMINISTRATION PROGRAMS"**

**THURSDAY, NOVEMBER 11, 1993**

George Denny, James Bolding, and James Van Patten, University of Arkansas

The purpose of the study was to identify perceptions of Educational Administration dissertation advisors regarding the dissertation requirement for doctoral degrees in the field. A questionnaire was developed and piloted. Respondents were selected in a two-phase process. First, the University Council for Education Administration provided a list of member institutions. Department chairs were sent six questionnaires to distribute to departmental faculty engaged in dissertation advisement.

Of the 317 questionnaires mailed, 169 were returned (51% response rate). Means were utilized to rank order responses. Open-ended responses were categorized and tabulated.

Among the findings were (1) over 75% of doctoral graduates of educational administration programs obtain employment as administrators, (2) over 52% of the respondents supported alternatives to the dissertation requirement, (3) intense study of a narrow topic, knowledge of literature in the field, and an exercise in intellectual discipline were rated as main functions of the dissertation, and (4) average length of time to complete the doctorate ranged from two to five years.

**9:00 a.m. - 9:50 a.m.    ATTITUDES    (Discussion).....Bayou Teche**

**Presider:                    Bobby J. Franklin, Louisiana Department of Education**

**Presenters:                "SOURCES OF STRESS FOR BEGINNING AND EXPERIENCED TEACHERS"**

**J. Ward Tishler, University of Montevallo**

Much has been written recently about teacher stress in the classroom. This study was conducted to determine what the primary sources of stress were for the first-year teacher as compared to the stressors of experienced teachers. Teachers completed a questionnaire designed to elicit their responses to perceived stress found in their personal lives.

The questionnaire was developed from current literature on the sources and management of job stressors. Twenty-five first-year teachers and 98 experienced teachers responded to the questionnaire. Responses were computed using frequencies and percentages.

A number of job stressors were identified. The leading stressor for both groups, "too much to do and too little time to do it," was identified by 88% of the experienced teachers and 92% of the inexperienced teachers. Other high stressors identified by both groups were "managing disruptive students," "too much time spent in routine tasks," and "lack of instructional time." There were discrepant group responses as well. For example, salary was considered a stressor by half of the experienced teachers while only a third of the beginning teachers felt that this was a stressor. Implications of these results for teachers and administrators are discussed in the paper.

**"EFFECTS OF NON-INSTRUCTIONAL VARIABLES ON ATTRITION RATE OF BEGINNING TEACHERS"**

**Patricia B. Hewitt, Mississippi State University**

The purpose of the review was to identify researched factors indicating causes for the 50% drop-out rate of America's teachers in the profession for less than seven years. Evidence was obtained through the perusal of 63 related works. Included were journal articles, research reports, and position papers. Each printed item was examined for implications leading to methods of possible future prevention.

Many of the reported studies were conducted either in small rural school settings or in large inner-city settings, with little attention given to suburban schools. Much of the emphasis was placed on regions in the northeastern and western areas of the country, with few published reports from other sections.

Findings were categorized into 15 separate contributing dimensions: relationship with students, teacher's personality, disruptive student behavior, extreme workload, negative school environment, unclear expectations, lack of participation in decision making, lack of parental support, lack of teaching time, poor university preparation, low pay, lack of mentors, teacher's gender, teacher's marital status, and teacher's education level.

There was no evidence of one clear-cut causing factor in the studies reviewed; however, implications for the necessity of further studies, possibly in other geographic areas of the country, including a wider sampling of school settings, were evident.

**"ACADEMIC MAJORS SELECTED BY COLLEGE STUDENTS WITH DISABILITIES"**

Frank L. Giles, Jackson State University

The purpose of this study was to determine what academic majors were selected by college students with disabilities at a large midwestern comprehensive university. Twenty-eight disability categories and 70 different academic majors were identified from a sample of 135 students with disabilities.

The disability groups were collapsed in the broader categories of arthritis/rheumatism, orthopedic/amputation, neurological, diabetes, hearing impairments, learning disabilities, visual impairments, chronic pain, and other. Academic majors were collapsed into the broader categories of social sciences, humanities, sciences, health sciences, business, and education.

The data indicated that the largest number of students favored academic majors in the sciences followed by humanities, education, social sciences, health sciences, and business, respectively. These findings suggest that students with disabilities select a variety of different academic majors.

Often during the process of assisting students with disabilities in the selection of an academic major, career counseling professionals may minimize or stereotype the abilities of these students. Career counselors should be encouraged to utilize objective information in assisting all students during the selection of their academic majors or careers.

**"THE EFFECTS OF ACCREDITATION ON PRESERVICE TEACHERS' ATTITUDES TOWARD ELEMENTARY METHODS COURSES"**

Ava F. Pugh, Dan Lindow, Jorenda Stone, Fred Groves, and Janet Reid, Northeast Louisiana University

The purpose of this study was to ascertain the effects of accreditation on preservice teachers' attitudes toward elementary methods courses. During the years of 1985-1993, 825 preservice teachers were surveyed. The pre-accreditation years consisted of spring 1985 to spring 1988 and post-accreditation was fall 1988 until spring 1993. The questionnaire consisted of 31 Likert-scale items and was administered anonymously at the conclusion of each semester after students had received grades. The questionnaire measured four subscales of teacher preparation: subject matter, audio-visual, communication, and classroom management routines.

Using chi-square, significant differences ( $p \leq .05$ ) were indicated in the subscales of subject matter and classroom management routines. In addition, 11 significant differences ( $p \leq .05$ ) were revealed on individual questions. An overall significant difference was discovered between pre- and post-accreditation groups in their attitudes towards the elementary preservice methods courses.

Even though methods courses were modified to meet accreditation standards, results indicated that preservice teachers felt less prepared in discipline and content area.

**9:00 a.m. - 10:50 a.m. INSTRUCTION (Training).....Rayou D'Arbonne**

**Presenters: "USING CASES FOR TEACHING IN HIGHER EDUCATION "**

Dennis C. Zuelke, Jacksonville State University, and Marvin Willerman, Northeastern Illinois University

The scope of the session will range from the purposes for using case studies in higher education (especially graduate) teaching, developing cases for teaching purposes, and research on the use of cases in teaching to a "hands-on" method for teaching cases.

Session objectives include (1) helping participants to understand the purposes for using cases in teaching, (2) providing participants with ideas on sources of case material, (3) sharing with participants various ways (activities) used to implement case teaching in the classroom, (4) discussing with participants the limited research on teaching with cases in education, and (5) participants using (experiencing) a four-step model of case teaching.

There will be an initial presentation on the origins of, purposes of, and research on the case-study approach to teaching. A brief discussion among participants and trainers will then occur. Next, participants will read several education cases provided by the trainers and discuss ways in which these could be taught in the classroom. Then the trainers will assist participants in applying a four-step model of teaching to the sample cases (a "hands-on" activity). Finally, discussion among participants and trainers on the sources of case material for teaching will conclude the session.

**THURSDAY, NOVEMBER 11, 1993**

**9:00 a.m. - 9:50 a.m. GIFTED EDUCATION (Discussion).....Diamond A**

**Presider:** Cynthia M. Gettys, University of Tennessee-Chattanooga

**Presenters:** "EFFECTS OF PROBLEM-SOLVING STRATEGIES ON DIFFERENT ABILITY LEVELS"

Teresa M. Nichols, Jacksonville State University

The purpose of the study was to determine if differing ability levels impact the acquisition of problem-solving skills and self-esteem as a result of participation in two approaches to teaching problem-solving skills. Measures of problem-solving skills and self-esteem were obtained from 102 sixth-grade students who were randomly assigned to five classes and randomly assigned to three treatment groups. Two classes participated in the CPS for Kids model approach for teaching problem solving. Two classes received computer-assisted instruction in problem-solving strategies designed by MECC, and one class was a control group. Ability levels of the students were determined by the Otis-Lennon School Ability Test stanine scores. Problem-solving skills were measured by the Criterion Referenced Tests of Talent. The Self-Appraisal Inventory was used to measure self-esteem of all subjects.

The data were analyzed by a two-way analysis of variance to test the four null hypotheses dealing with Criterion Referenced Tests of Talent measures and a two-way ANOVA to test the null hypothesis dealing with the Self-Appraisal Inventory.

All statistical tests indicated no statistically significant differences in problem-solving teaching strategies. Significance was found among ability levels in measures of decision-making problem-solving skills and self-esteem.

#### "DIFFERENCES IN SELF-CONCEPT OF GIFTED STUDENTS IN RURAL AND URBAN PULL-OUT PROGRAMS"

Debbie D. Clark, Vernon Parish (LA) Schools, and Neelam Kher-Durlabhji, Northwestern State University

The availability of programs for the gifted across the United States varies widely. Rural school districts frequently find it difficult to provide programs that offer the same services and experiences for gifted students as do the larger urban and metropolitan school districts.

The purpose of this study was to determine if there were differences in the self-concepts of gifted students who were part of pull-out programs in rural and urban school districts.

The Piers-Harris Self-Concept Scale was administered to 56 gifted fifth and sixth graders. Half of these students were from a metropolitan school district in a southern state, and the other half were from a rural school district.

Results of a t test indicated significant differences between self-concept scores of the rural and metropolitan students. The significantly higher self-concept scores of the rural group seem to indicate that, despite difficulties, the rural school district may provide students with more opportunities to exercise their moral, cognitive, and creative leadership in a small school atmosphere.

#### "TEACHERS' AND PEERS' EXPECTATIONS OF GIFTED FEMALE ADOLESCENTS"

Deborah Bretz, Vernon Parish (LA) Schools, and Neelam Kher-Durlabhji, Northwestern State University

Many prominent researchers have highlighted the dilemmas faced by gifted females during adolescence. Gifted girls are particularly vulnerable during the adolescent years since adults often communicate mixed and confusing expectations. The confusion in expectations may be due to achievement-related issues being at odds with gender-related issues.

The purpose of this study was to investigate if teachers and peers had differing expectations of gifted adolescent girls. Twenty-eight teachers from a rural school district and 34 seventh and eighth graders from the same school district were asked to complete a 17-item forced-response questionnaire that assessed their expectations regarding gifted girls.

Responses of the samples were analyzed using a chi-square procedure. Results indicated that

teachers are more likely to expect gifted girls to be creative, original, assume leadership roles, and demonstrate high levels of academic performance. Peers had high expectations for the gifted girls in characteristics related to social conduct and ability to fit into social groups.

During adolescence, peers strongly influence socialization. Findings indicating differences in expectations that teachers and peers have for gifted girls support other researchers' contentions that gifted girls are particularly vulnerable to conflicting societal expectations.

**"PROJECT ABC: ARTS IN THE BASIC CURRICULUM IN MISSISSIPPI"**

Jerry G. Mathews, Rudy S. Tarpley, and Joan K. West, Mississippi State University

The purpose of this evaluation report was to determine the degree to which faculty of the Beechwood Elementary School, Vicksburg, Mississippi, were implementing the basic concepts of the Arts in the Basic Curriculum (ABC) instructional program. The ABC project fosters the incorporation of the arts into all instructional curriculum of the public school system. The literature in current journals has revealed limited evidence of the development of comprehensive programs for evaluation regarding implementation of ABC concepts using classroom instruction across all areas of the curriculum. An ABC observation instrument was specifically designed for this project. The rationale for the instrument was to carefully determine the degree to which the Beechwood faculty were implementing the basic concepts of the ABC program.

The population for this study included all teachers (n=30) and students (n=798) found in the Beechwood Elementary School. Teachers, students, classrooms, and the school environment were evaluated using the observation instrument. The instrument consists of four domains that were developed from "Understanding How the Arts Contribute to Excellent Education" (Fowler & McMullan, 1991). Analysis included qualitative processing, independent t tests, descriptive statistics, and an interrupted time-series analysis. Evaluation procedures are presented.

**9:00 a.m. - 9:50 a.m. PREPARING STUDENTS OF MINORITY CULTURES FOR GRADUATE SCHOOL: A MODEL PROGRAM (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** Glenda Holland, Northeast Louisiana University

**Presenters:** "OVERVIEW"

The purpose of this symposium is to present a model program to prepare minority students for graduate school work. Our nation faces a shortage of qualified minority professionals. This program was designed to help students understand that graduate education is a viable alternative for them and that their skills and talents are needed in the 21st Century. The symposium consists of four papers: the first paper is an introduction and description of the program, the second paper deals with funding the program and project management, the third paper discusses the curriculum and essential components of the program, and the final paper is an evaluation of the program.

**"THE BAYOU INSTITUTE: A MODEL PROGRAM"**

Patricia Rogers, Northeast Louisiana University

The purpose of the first paper was to describe the program. Twenty talented financially-needy minority students from across the country were selected to participate in a summer residential program. The objectives of the program were to motivate currently enrolled undergraduate minority students to consider graduate education as a career alternative, to provide a graduate studies preparation and support system for minority students, and to enable students to prepare evidence of quality research work. This paper detailed these objectives and additionally described recruitment of students and faculty.

**"FUNDING AND PROJECT MANAGEMENT OF THE BAYOU INSTITUTE"**

William Alexander, Northeast Louisiana University

The second paper dealt with two topics: funding and project management. First, the means of funding this program was described. Next, project management was discussed from the perspective of the project director. Project management included staffing, logistics, scheduling, and reporting, as well as all financial

**THURSDAY, NOVEMBER 11, 1993**

activities of the program.

**"CURRICULUM FOR PREPARING STUDENTS OF MINORITY CULTURES FOR GRADUATE SCHOOL"**  
Glenda Holland, Northeast Louisiana University

The purpose of the third paper was to describe the curriculum and essential components of the program. Students were required to take two academic courses in research methods and advanced writing (three semester hours each). Other components included lectures given by prominent scholars, discussion and interaction on lecture topics, critical research, scholarly debate on issues and topics, mentoring by faculty and graduate students, and site visits to universities with graduate programs.

**"EVALUATION OF THE BAYOU INSTITUTE"**  
Tom Mize, Northeast Louisiana University

The purpose of the last paper was to evaluate the program. Evaluation of the program included both formative and summative evaluation. Formative evaluation was accomplished by weekly meetings with all key staff. Discussion of the activities of the project were held, and both positive aspects and difficulties were addressed immediately. Summative evaluation was conducted by an external evaluator. The summative evaluation suggested that the program accomplished the intended objectives. Longitudinal study has begun and involves tracking these students through graduate work and into their careers.

Audience participation takes the form of discussion and interaction with each other and the presenters.

**9:00 a.m. - 9:50 a.m.    TEACHER EDUCATION (Discussion)..... Bayou Jean Lafitte III**

**Presenter:**                    George Thomas, Mississippi State University-Meridian

**Presenters:**                "NO LONGER NEGLECTED: ADULT LEARNERS IN GRADUATE EDUCATION PROGRAMS"

Ramona C. Moore, St. Tammany Parish (LA) Schools, and Ira E. Bogotch, University of New Orleans

The purpose of this study was to investigate how graduate education students approached classroom learning. Adult learning themes, such as learning from experience, using prior knowledge, interacting socially and professionally, and directing self-learning, provided the conceptual framework for studying two groups of educators (i.e., students aspiring to be administrators (n=21) and students pursuing advanced education in curriculum and instruction (n=25)). Qualitative and quantitative data were collected through an open-ended survey, an adult-learning inventory, participant observation, and interviews.

Descriptive statistics and factors were derived from the 44-item adult-learning inventory. Analyses of variance were performed on both groups of graduate education students for each of the four factors (i.e., orientation to learning, mental ability, physiological factors, and psychological factors). Specific learning themes also emerged from the qualitative analyses of the aspiring administrator group.

Highlights from the findings indicated that interactive learning groups emerged among the aspiring administrators after a number of group process stages. Neither group was very aware of physiological or psychological adult learning characteristics. Both groups related content to subject matter rather than to problem-solving or social issues. The aspiring administrator group was characterized by an absence of self-doubt and having an inflated view of their own mental ability. Both groups were aware that learning styles increased with age.

**"USING CONTRACTING, COOPERATIVE LEARNING, AND INDIVIDUALIZATION WITH COMMUNITY COLLEGE STUDENTS"**

Jimmy Carl Harris, University of Alabama

Community college instructors often seek curriculum designs that will optimize learning but

cannot always know which designs will work best with their students. This study is an evaluation of a community college History curriculum incorporating elements of contracting, cooperative learning, and individualization. Data were collected to evaluate both the effectiveness of the curriculum and student attitudes toward it.

The subjects were students in a southeastern public community college: 38 students in one section of History of Western Civilization and 31 in another. Data sources included students' contracts, the instructor's grade book, and a questionnaire used to survey attitudes.

Results of the study indicate that the subjects had a very positive attitude toward all major elements of the curriculum, but were largely unable to complete their contracts. Many failed to take advantage of course flexibility intended to help them to succeed, and a significant number failed to achieve their hoped-for grade. Implications for practice are contained in the positive attitudes toward choice, but teachers who incorporate curriculum design elements such as these should conduct in-class research to determine their acceptance and effectiveness.

**"AN INVESTIGATION OF PRESERVICE TEACHERS' SCIENCE PROCESS SKILLS AND THE NUMBER AND TYPES OF QUESTIONS ASKED DURING A DEMONSTRATION SCIENCE DISCOVERY LESSON"**

Jan E. Downing and Vernon Gifford, Mississippi State University

This study was an investigation of preservice elementary teachers' science process skills and the number and types of questions asked during a science discovery lesson taught to peers in a science methods course. The Test of Integrated Process Skills II (TIPS II) was administered to 99 preservice teachers. Only those subjects who scored in the top and bottom third of all scores obtained were used so that a wide margin between the comparative groups was ensured.

The population of the study consisted of 66 elementary education majors enrolled in the course EDE 3133 Science for Children at Mississippi State University. Each subject was videotaped demonstrating a science discovery lesson to peers and was evaluated by the investigator to determine the number and types of questions asked. Questions were categorized as either convergent or divergent and low-level or high-level.

Two hypotheses were tested through the use of independent t tests. In the first analysis, the High TIPS II group asked significantly more questions during the science lesson than did the Low TIPS II group. In the second analysis, the High TIPS II group asked significantly more divergent, high-level, and divergent/high-level questions than did the Low TIPS II group.

**"BRIDGING ENVIRONMENTAL SCIENCE WITH PEDAGOGICAL CONTENT KNOWLEDGE"**

Margaret B. Bogan and Stanley E. Easton, Jacksonville State University

The purpose of this program was to foster the development of interconnections between environmental science and pedagogical content knowledge of inservice teachers. Program activities were designed so that ecological, educational (pedagogical), and political content was learned through participant interaction. Measures were obtained daily from a sample of 19 inservice teachers in the form of reflective journal entries, responses to the statement, "Today I learned...", group, generated questions, and intermittent reflective/anthropomorphizing activities.

The data were reviewed in an iterative fashion to determine patterns. Data sources were triangulated to confirm or refute the patterns.

Word patterns and verbalization of the development of new understandings about science, pedagogy, and caring from each of the data sources suggest a personalization of knowledge and bridging between the fields of study presented during this program.

**10:00 a.m. - 10:50 a.m. HIGHER EDUCATION (Training).....Rayou Jean Lafitte**

**Trainers: "STRENGTHENING AND EXPANDING COMPUTER-BASED RESOURCES THROUGH DYNAMIC INTERACTION OF ONLINE TECHNOLOGY"**

Glenda Gunter, Joan K. West, Jerry G. Mathews and Ed Davis, Mississippi State University, and Rudy S. Tarpley, College of the Southwest

**THURSDAY, NOVEMBER 11, 1993**

The presentation introduces the development and implementation of a strategy to train students, faculty, and administrators of XYZ college/university in the uses of internet technology. Presenters display current methods of accessing educational and administrative shareware, worldwide informational databases, and online research databases via telecommunications programs.

The objectives of the presentation are to (a) enhance computer literacy skills of students, faculty, and administrators, (b) help students, faculty, and administrators utilize available computer technology, (c) instruct students, faculty, and administrators in the use and availability of online technology, and (d) assist students, faculty, and administrators toward increased usage of educational and administrative shareware.

The intended audience is students, faculty, and administrators of XYZ college/university. The workshop does not require that the audience be computer scientists, programmers, or specialists. It would be beneficial, however, if the audience had minimal word processing skills.

Presenters will use a Compaq 486/SL25, 120 MB hard drive with 2400 data fax modem, a 3M overhead projector, and a Sharp QA1150 LCD Panel for online access. The audience is provided a set of instructions for each aspect of the workshop. A question and answer period is incorporated into the workshop.

**10:00 a.m. - 10:50 a.m. LEARNING STYLES (Discussion)..... Diamond A**

**Presenter:** Cliff Ouder, Assumption Parish (LA) School System

**Presenters:** "RESEARCH ON MULTI-AGE PROGRAMS AND ANSWERS TO PRACTICAL QUESTIONS BY SCHOOL BOARD MEMBERS, PRINCIPALS, AND TEACHERS"

Barbara A. Nye, Tennessee State University

Through a review and synthesis of the research and practice literature, a typology has been field tested for use in developing and evaluating multi-age or nongraded elementary school programs. Also, findings from previous studies were compiled to provide researchers with the overall effects (to date) of multi-age programs on students' academic achievement and social well-being.

A longitudinal study is currently being conducted to determine if multi-age programs have cognitive and social benefits for students in elementary school. The study included K-5 students from four Tennessee schools that incorporated multi-age programs (n=1,026) during the 1991-92 school year and four comparison schools (n=695) from the same school districts that use a single-graded school program. Cognitive outcomes are being measured by the Tennessee Comprehensive Assessment Program (TCAP) and other assessment strategies. Social outcomes are being measured by the Self-concept and Motivation Inventory (SCAMIN).

This session focuses on the development and use of the typology to identify classrooms meeting research-based characteristics of multi-age programs and the methodology for examining cognitive and social outcomes over a three-year period.

**"STUDY SKILLS OF GRADUATE STUDENTS AS A FUNCTION OF ACHIEVEMENT, GENDER, MAJOR, CONCEPTIONS OF INTELLIGENCE, AND LOCUS OF CONTROL"**

Emilio Perez, John R. Slate, Craig H. Jones, and Irmo Marini, Arkansas State University

Few studies have examined the study skills of graduate students and how these skills vary as a function of other factors. In this study, the academic strengths and weaknesses of a sample of graduate students (95 female, 19 male, 14 gender unidentified) were described, and the relationship of their study skills to their academic achievement, academic major, gender, conceptions of intelligence, and locus of control was investigated.

The students were working toward master's degrees in Early Childhood/Special Education, Special Education, Rehabilitation Counseling, Counselor Education, and Communication Disorders. They completed a survey that included a number of demographic items plus the Study Habits Inventory, the Thoughts about Achievement questionnaire, and the Academic Locus of Control Scale for College Students during regular class periods.

Twenty-three characteristic strengths and two characteristic weaknesses in study skills were found. On average, however, individuals performed appropriately only 64% of the study skills measured. Significant differences in study skills were found as a function of grade point average, degree program,

**THURSDAY, NOVEMBER 11, 1993**

conceptions of intelligence, and locus of control. No study skills differences were found as a function of gender. Implications of graduate level training in study skills are discussed.

**"A STUDY OF VARIOUS STATISTICAL ANALYSES APPLIED TO SCHOOL REPORT CARDS"**

Gordon C. Bobbett, Educational Research, and Russell L. French, University of Tennessee

A variety of statistical procedures can be used to examine the impact an independent variable has on the dependent variable: the choice influences greatly the results. The purposes of this study were to examine how different statistical analysis may produce different conclusions.

For 121 of 139 Tennessee school districts, the study analyzed and compared outcome data (Tennessee's Comprehensive Assessment Program and Tennessee Proficiency Test) to 15 categories reported in Tennessee's 1990-91 school district report cards (i.e., Average Daily Attendance, Average Professional Salaries, Expenditure Per Pupil, Percentage of Student Attendance, Percentage of Oversized Classes, Percentage of Free Reduced Lunches).

Four statistical procedures were used to evaluate the data: (1) Pearson product moment correlation, (2) stepwise regression (forward), (3) multiple regression, and (4) Guttman's partial correlation statistic. Next, factor analysis examined how the different categories were grouped by school level. The level of significance for this study was  $p < .05$ .

The findings showed that (1) the statistical procedure has a major impact on the conclusions for any study of report card data, (2) some hotly promoted categories have negligible impact on outcome (i.e., average professional salary and county per capita income), (3) categories have different impacts on student outcome at different school levels, and (4) many areas that influence outcome are missing from Tennessee's report card; they account for less than 50% of the things that influence outcome.

**10:00 a.m. - 10:50 a.m. EXPLORATIONS IN COLLEGE TEACHING FROM A WHOLE-THEME PERSPECTIVE (Symposium)..... Bayou Jean Lafitte II**

Organizer: Asghar Iran-Nejad, University of Alabama

Presenters: "AN OVERVIEW OF TEACHING IN COLLEGE FROM A WHOLE-THEME PERSPECTIVE"  
Asghar Iran-Nejad, University of Alabama

There is general agreement that lecturing is not an effective teaching method for fostering critical thinking in college students. Nevertheless, lecturing continues to be the most-often-practiced method. The presentations in this symposium discuss research on how the whole-theme approach can be used to develop alternative methods for teaching college courses that (a) maintain some of the characteristics that make the lecture attractive, (b) avoid its pitfalls, and, most importantly, (c) are effective in promoting critical thinking and motivation among students.

**"A THEMATIC ORGANIZER FOR TEACHING COGNITIVE PSYCHOLOGY IN EDUCATION"**

Asghar Iran-Nejad, University of Alabama

This presentation discusses how a single thematic organizer was used to integrate and teach a graduate Cognitive Psychology in Education course. As part of the requirements for the course the students maintained a regular journal. Data from these student journals, as well as other similar data, show that the thematic organizer fostered student interest, original thinking about the topics covered in the course, and almost immediate application to students' own teaching and learning.

**"A THEMATIC-SYSTEM APPROACH TO TEACHING TESTS AND MEASUREMENTS"**

Zhicheng Zhang and Asghar Iran-Nejad, University of Alabama

**THURSDAY, NOVEMBER 11, 1993**

This presentation reports on how tests and measurements were introduced to undergraduates through (a) thematic organizers for major course topics and concepts, (b) students' intuitive knowledge, and (c) a thematic plus systematic teaching focus. Data on students' responses to the course are reported.

**"APPLICATION OF THE WHOLE-THEME APPROACH TO A STUDENT SUPERVISION PROJECT ABOUT HOLISTIC AND PIECEMEAL APPROACHES TO TEACHING"**

Bea Volkman and Asghar Iran-Nejad, University of Alabama

A student teachers' supervision project involving weekly seminars was conducted to give participants an in-depth understanding of the holistic and piecemeal approaches to teaching, using a single thematic organizer representing the two approaches. Data were collected through observation, pre- and post-teaching conferences, student journal entries, and a questionnaire. This paper discusses the findings and closes with an appeal for teaching this model to education majors.

**"APPLICATION OF THE WHOLE-THEME APPROACH TO TEACHING UNDERGRADUATE EDUCATIONAL PSYCHOLOGY: SOME PERSONAL OBSERVATIONS"**

Keith Cochran, University of Alabama

This paper draws on the author's personal observations and experience in planning, teaching, and evaluating undergraduate educational psychology from the whole-theme perspective. These observations suggest that students demonstrate a greater capacity for higher order thinking if taught by the whole-theme approach.

**10:00 a.m. - 10:50 a.m. POSTSECONDARY EDUCATION (Discussion)..... Bayou Jean Lafitte III**

**Presenter:** Abraham Andero, University of Southern Mississippi

**Presenters:** "TECHNICAL SCHOOL ACCREDITATION: A MODEL FOR INSTITUTIONAL QUALITY ASSURANCE"

Harry L. Bowman, Commission on Occupational Education Institutions, Southern Association of Colleges and Schools

School accreditation is a process created in the United States initially to provide standardization among schools of a common type (COPA, 1990; Bogue & Saunders, 1992). In recent years, accreditation has been ascribed the additional role of institutional quality/product assurance. This role assumes major significance for postsecondary institutions whose accreditation provides access to federal financial aid for students. The purpose of this presentation is to demonstrate that postsecondary technical school accreditation constitutes an acceptable model for institutional quality assurance.

Technical school accreditation is based on a set of comprehensive standards/criteria that have been developed by institutional representatives to delineate expectations of quality technical schools. The standards are applied by institutional personnel to conduct a self-study using the school's mission as the point of reference for assessment. An independent team of technical educators-evaluators conducts an on-site assessment of the school in which they apply the same standards independently. The school may submit additional evidence that it meets the standards if deficiencies are found by the evaluation team. An accrediting agency board exercises professional judgments regarding institutional compliance with the standards based on the self-study, team evaluation report, and supplemental materials.

The presentation discusses in detail the facets of the accreditation process to illustrate the multiple dimensions of institutional quality assurance and its importance to students, employers of graduates, and the general public.

**"A DESCRIPTION OF MISSISSIPPI STUDENTS WHO CHOSE EDUCATION MAJORS AS MEASURED BY THE 1992 ACT ASSESSMENT"**

Rudy S. Tarpley and Joan K. West, Mississippi State University

A larger number of students are being attracted to the teaching career because of the prospect of higher salaries, more jobs, an increased public interest in education, and the desire to experience the challenges and rewards connected with educating our nation's youth. The purpose of this study was to identify factors that account for the variance between groups of Mississippi students based on their choice of college major as taken from the 1992 American College Testing (ACT) Assessment Program test information. The results could be used to assist college recruitment efforts by identifying target populations of potential education majors.

At the .01 alpha level, 16 factors entered into a stepwise multiple regression equation. These 16 factors accounted for 4.2% of the variance in choice of college major (education vs. other). The factors are identified, and students who selected education majors are described according to the factors as well as other demographic information.

**"THE IMPACT HIGH SCHOOL MUSIC ACTIVITIES HAVE ON A COLLEGE STUDENT'S MUSICAL INDEPENDENCE (HOW MUSICALLY IMPORTANT ARE ALL-STATE BAND, CONCERT FESTIVAL, PRIVATE LESSONS, AND MARCHING CONTESTS?)"**

Nan C. Bobbett and Gordon C. Bobbett, Educational Consultants, and Wayne Dorothy, North Dakota State University

High school instrumental students participate in a variety of music activities. How important are these activities to the student's musical independence (MI)? The study's purpose was to examine the relationship between postsecondary instrumental student's MI and these activities.

Colwell's Musical Achievement Test 3 and 4 (MAT3 and MAT4) were administered to 275 instrumental music majors participating in the Ball State, Florida State, and Wichita State instrumental programs. The study examined the relationship between the student's high school "academic" skills (SAT, ACT, and high school GPA) plus 11 music activities (e.g., all-state band, concert festival, solo-ensemble, private lessons, and marching contests) to their MI, as measured by the MAT3 and MAT4. The participants responded to each activity from three perspectives: (1) years of participation, (2) its importance in developing MI, and (3) the high school band director's rating.

Statistical analyses used to evaluate the study's data included Pearson product moment correlations, ANOVA/Scheffe, permutation, partial correlations, and multiple/stepwise regressions. Findings include (1) freshmen music majors have excellent academic skills (e.g., they earned high GPA scores and have higher SAT and ACT scores than the typical incoming freshmen), (2) all-state band and private lessons have a positive effect on the music major's MI, and (3) top music majors knew and/or participated in activities that positively impacted MI, whereas weak music majors did not.

**"AFFECTIVE DOMAIN OBJECTIVES IN VOLUNTEER COURSES FOR POSTSECONDARY TEACHERS"**

Alinda Sledge, Mitch Shellburne, and J. Reid Jones, Delta State University

An increasing emphasis on service learning and volunteerism can be anticipated in light of President Clinton's volunteer service proposals. These proposals are intended to supplant other forms of postsecondary student aid. A recently developed volunteer program has received support from a rural southeastern university, a public school district, the United Way, and ACTION, a federal agency.

Undergraduates received course credit for completing a volunteer training regimen and extensive community service. Program results included descriptive and correlational statistics from a 77-item exit survey for 92 volunteers. Overall course evaluation was very high (Mean = 3.64 of a possible 4.00). All of the 92 volunteers said that they would recommend the course to other students.

The most frequently endorsed outcomes of the course included (1) improved self confidence (87%), (2) satisfying a desire to help others (82%), (3) experiences to explore careers in the helping professions (68%), and (4) opportunities for personal development (67%). Significant concordance coefficients provided evidence that affective domain variables should be emphasized in the curricular design of service-learning courses.

10:00 a.m. - 11:50 a.m. RESEARCH METHODOLOGY (Training)..... Bayou Teche

**THURSDAY, NOVEMBER 11, 1993**

**Trainers: "SUCCESSFUL PRACTICES IN PREPARING AND PRESENTING PAPER PROPOSALS AT PROFESSIONAL MEETINGS"**

Jeffrey Gorrell and Glennelle Halpin, Auburn University

The purpose of this training session is to acquaint graduate students and new members with the factors that make for generally successful paper proposals at regional meetings (such as MSERA) and at national meetings (such as AERA and IRA). The goal of the session is to encourage greater participation by graduate students and new members of MSERA in making presentations and in becoming involved in their professional organizations.

Emphasis will be placed on the review process by professional organizations, issues of authorship, and types of proposals that are most likely to be accepted. Also, ways of enhancing the presentation of accepted papers will be addressed. Examples of effective proposals will be provided, as well as opportunities for participants to address their own specific proposal ideas. Training-session presenters will be available for individual discussion with participants who would like an opportunity to confer on their own scholarly activities and how they may direct them toward greater involvement and success in professional organizations.

In the first presentation, "Factors that Strengthen Paper Proposals," the trainers will address the underlying scholarly issues and their successful presentation in proposals regionally and nationally. In the second presentation, "Presenting your Scholarship to the Professional Audience," they will address factors that enhance written papers and the presentations themselves at such meetings of the Mid-South Educational Research Association, the American Educational Research Association, and similar educational organizations.

**11:00 a.m. - 11:50 a.m. RESEARCH METHODOLOGY (Discussion)..... Bayou Jean Lafitte**

**President: Vincent McGrath, Mississippi State University**

**Presenters: "KNOWLEDGE MAPPING AS A MEANS OF ASSESSING EXPERTISE IN TEACHING: CRITIQUE AND RECOMMENDATIONS"**

Patrick Ferguson, Arkansas Tech University

Knowledge mapping, a promising method for assessing expertise in teaching, must be employed with discretion. The research literature suggests that knowledge mapping has validity for assessing teacher expertise. Research indicates that knowledge mapping can enhance learning with a variety of populations. Researchers indicate success in employing it to gauge individuals' interpretations of teaching expertise. It has also been used to examine the growth of novice teachers' knowledge of the hierarchical interrelationships among the central concepts of teaching.

Conversely, research does not provide unequivocal support for the benefits of knowledge mapping as a research tool. Drawbacks include: it is a difficult technique to master; respondents tend to focus on the nodal rather than relational aspects of knowledge; it is a relatively time-consuming data-collection technique; it creates difficulties in comparing results across studies because of a lack of systematic production rules; and the method of mapping employed affects the nature of the information collected.

It is concluded that knowledge mapping is a promising method for assessing expertise in teaching but must be employed with discretion. Recommendations for its use as a research technique are provided.

**"MEANINGFULNESS, STATISTICAL SIGNIFICANCE, EFFECT SIZE, AND POWER ANALYSIS: A GENERAL DISCUSSION WITH IMPLICATIONS FOR MANOVA"**

Holly Houston, Texas A&M University

This paper explores the real meaning of statistical significance. It is suggested that statistical significance tests have limited utility and that considerably more attention ought to be paid to other features of results, including effect size.

Power analyses also can contribute important insights. However, since the literature is somewhat biased toward studies reporting statistically significant effects, power analyses in such studies become irrelevant once significant results are in hand because it is simply impossible to have committed a Type II error once results are statistically significant. The literature bearing on these issues is summarized.

A portion of the discussion is couched in the context of multivariate analysis and, in particular, MANOVA. Statistical significance testing and effect size estimation are both more complicated in this context, and, thus, correct practice may be less often followed in the multivariate studies. The paper reviews some practices that would result in improved result interpretation.

**"TEACHER PROFESSIONAL ORIENTATION: AN EMPIRICAL EXAMINATION OF THE CONSTRUCT VALIDITY USING THE RESULTS OF LARGE-SCALE FACTOR ANALYSIS"**

Sheila W. Chauvin, Southeastern Louisiana University, and Chad D. Ellett, Louisiana State University

The purpose of this paper is two-fold: (1) to describe the results of an empirical investigation of the construct validity of the Attitudes of Professional Autonomy (APA) (Forsyth & Danisiewicz, 1985) as a proxy measure of teachers' professional orientations, and (2) to examine the teacher professionalism construct.

Usable data were obtained from 1921 teachers in 94 schools. A series of principal component, orthogonal, and oblique factor analyses was completed using individual teachers as the units of analysis. Descriptive statistics and Cronbach alpha reliability coefficients were computed for the total sample of teachers and for selected teacher groups. A two-factor, oblique solution, accounting for 22.13% of the variance in the data, was retained. Based on the results, the APA was reconstructed to reflect two broader dimensions: organizational autonomy and interpersonal autonomy.

The results of this study suggest that sole reliance on measures of autonomy may be too limited and may lead to confusing or erroneous conclusions regarding the broader conception of professional orientation. There may also be a need to consider alternative data collection methods (e.g., critical incidents questionnaires and/or qualitative research methodology). Complete descriptions of the results and the implication for future conceptualization of teacher professionalism are discussed.

**"RURAL SECONDARY SCHOOL SCIENCE TEACHERS: WHAT THEY NEED TO BE SUCCESSFUL"**

George Mann and John Price, East Central University, and Don H. Kellogg, University of Tennessee-Martin

This study was a multi-state survey of science teachers in rural secondary schools. As the professional literature for sometime has noted and experience has attested, science education in the United States in recent years has not been at the pinnacle of success. Rural schools have faced the familiar problems of scant content offerings in science, meager resources, and too many teachers with limited preparation. The survey was designed to gather information from these teachers regarding what they believed they needed in order to enhance the science curriculum in their schools.

Because of the crucial need for improved science education and the multi-state approach used in the study, the findings have relevance for much of the nation. In addition to the data concerning content and instruction, much information was collected pertaining to demographics. Many problems were identified that provide an appropriate starting place for the reform of the science curriculum in schools throughout the nation.

A paper is available for those interested in details. Appropriate graphics are displayed and persons involved in the study are presented to discuss the study and implications.

**11:00 a.m. - 11:50 a.m. AT-RISK (Discussion)..... Bayou D'Arbonne**

**President: Jerry Brooksher Gee, Nicholls State University**

**Presenters: "A CASE STUDY OF A BIRACIAL STUDENT AT RISK"**

**Rosa L. Kennedy, University of Tennessee**

The purpose of the study was to determine significant events in the educational and family life of an alternative school student who was labeled "Unruly" and "Violent" by school authorities. The subject for this case study was a 14-year-old biracial female who was expelled from the regular education classroom all but 54 days during one academic year and was passed to the next grade. During her early grades, this student would

not have appeared to be at risk of dropping out.

The qualitative research method used was a one-on-one multiple interview process where the student became the authority in a description of key experiences in her life linked to her problematic school behavior. The starting point for the interviews was her answer to a written questionnaire item in which she indicated that "School is not for me." The interviews, which took place over a six-month period, were audio-taped and transcribed. The student perspective was used to create a student narrative, and merging themes were identified. The analysis process included the use of a three-part model that identified key events linking past experiences to present problems. Racial prejudice, teacher favoritism, and gang violence emerged as key events.

**"EFFECTS OF AN INTEGRATED LANGUAGE ARTS INSTRUCTIONAL PROGRAM ON LEARNING-LAB STUDENTS' READING COMPREHENSION"**

Dana G. Thames and Carolyn Reeves-Kazelskis, University of Southern Mississippi

The effects of an integrated language arts instructional program on reading comprehension skills of learning-lab students were examined using the Analytical Reading Inventory, and their attitudes toward recreational and academic reading were assessed using the Elementary Reading Attitude Survey. Subjects were at-risk fifth- and sixth-grade students, ranging in age from 12 to 16 years, who were enrolled in a single, self-contained learning lab class. The integrated language arts instructional treatment period lasted for nine months, with subjects responding to pre- and post-measures in September and May, respectively.

Results of correlated t tests revealed significant improvement in five out of six comprehension areas: ability to recall main ideas ( $p < .001$ ), ability to recall factual information ( $p < .01$ ), vocabulary development ( $p < .01$ ), inferential skills ( $p < .01$ ), and drawing conclusions ( $p < .03$ ). The ability to recognize cause-and-effect relationships was not significantly effected. Also, students improved significantly ( $p < .04$ ) in their oral, independent-reading performance as well as in their word recognition skills ( $P < .01$ ). Students did not improve significantly in their attitudes toward recreational and academic areas.

**"PROJECT ABOUT FACE: THE EFFECT OF EDUCATION, COUNSELING, AND PHYSICAL TRAINING ON YOUTHFUL COCAINE SELLERS"**

John R. Petry and Gordon E. Kenney, Memphis State University

Project About Face, an alternative correctional program for male juvenile cocaine offenders, had a primary goal to implement a program of education, counseling, and physical training correctional in nature, thus reducing the number and severity of subsequent offenses.

Participants significantly increased their average overall achievement test scores from a 5.9 to a 6.7 grade level. The largest average gain was observed in comprehension, followed closely by mathematics and English. All physical training variables (sit-ups, pull-ups, and 1.5 mile run) significantly improved during the program as did four of the 11 counseling variables (those measuring life purpose, at-riskness for addiction, law and order, and authoritarianism).

One hundred eighty-one graduated, completing both the residential and aftercare phases. Of 121 for whom one-year follow-up data are available, 35 participants were charged with subsequent felonies and/or misdemeanors during the year immediately following aftercare; seven were charged with cocaine-related offenses during the year following aftercare.

The severity of post-program charges significantly decreased during the one-year follow-up period. Those who did reoffend (felonies, misdemeanors, and administrative actions) were charged with significantly less severe offenses than they were one year prior to the program, indicating positive effects of the program and achievement of program goals.

**11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion).....Diamond A**

**Presider:** Holly Houston, Texas A&M University

**Presenters:** "A COMPARISON OF INTERNS' CONCERNS AND COOPERATING TEACHERS' PERCEPTIONS OF INTERN CONCERNS BEFORE AND AFTER INTERNSHIP"

**THURSDAY, NOVEMBER 11, 1993**

Anne C. Hamilton and John F. Riley, University of Montevallo, and Sarah S. Pate,  
University of Alabama

The purpose of the study was to compare the perceptions of intern concerns expressed by interns and their cooperating teachers. Measures of perceived concerns were obtained before and after a 10-week internship. The 39-item instrument classified concerns as instructional, classroom management, discipline, and attitudinal/other. Subjects were 56 interns in early childhood/elementary education and 37 public school teachers who served as cooperating teachers.

Data analysis using the Johari Window identified Shared Concerns, expressed by both groups; Blind Concerns, expressed only by cooperating teachers; Hidden Concerns, expressed only by interns; and Areas of Confidence, for which neither group expressed concern. Prior to the internship, 27 of 39 items on the survey were concerns shared by both groups, with 22 of those classified as instructional or discipline concerns. Four concerns were expressed by cooperating teachers but not interns, two were expressed by interns but not cooperating teachers, and six areas were identified in which neither interns and cooperating teachers expressed concern.

Results at the conclusion of the internship indicated that interns' perceptions of their concerns were almost entirely eliminated (38 of 39). On the other hand, cooperating teachers identified 15 of 39 items that they believed should concern their interns.

#### "TEACHER INTERNS' COMMITMENT TO TEACHING"

Judith A. Boser and Rosa L. Kennedy, University of Tennessee

Obtaining teaching positions after the program is completed is important to program participants. It is also of interest to the institution to know whether or not the investment of resources on the part of the institution results in teachers who are committed to the profession and remain in it.

In the fall of 1992, a survey of all individuals who had completed teaching internships at the University of Tennessee was initiated. Initial attempts to contact former interns by mail were supplemented with telephone calls to nonrespondents: 168 individuals participated in internships from 1985-86 through 1990-91. Completed questionnaires were received from 106 of the 161 (66%) for whom valid addresses could be obtained. Employment information was obtained for a total of 82%. Data were analyzed with descriptive statistics and comparisons across cohorts.

Questionnaire items focused on current employment, employment history, and future plans. Initial results show that 68% were teaching in public or private schools (grades K-12) in 1992-93. Of those returning completed questionnaires, 61% reported they had taught every year since program completion.

#### "THE EFFECTS OF TIME AND TEACHING CERTIFICATION TYPE ON REFLECTIVE THINKING IN PRESERVICE TEACHERS"

Janet Lynn Norton, Educational Consultant, Tuscaloosa, AL

The purpose of this study was to examine reflective thinking in 13 preservice teachers as it related to length of time in the teacher education program and teaching certification type. Values of the independent variables were obtained through a questionnaire developed by the researcher, while measures of the dependent variable, reflective thinking, were determined through analyses of weekly journals using the Pedagogical Language Acquisition and Conceptual Development Taxonomy of Teacher Reflective Thought.

Based on previous research, it was hypothesized that preservice teachers would evidence an increase in the levels of reflective thinking throughout the semester. Analyses of variance suggested length of time in the teacher education program and teaching certification type were significantly related to reflective thinking. Additionally, preservice teachers seeking secondary certification were more reflective than their elementary cohorts.

Empirical findings from this study identified curriculum structures that may maximize changes in reflective thinking in preservice teachers. Such information, hopefully, will assist teacher educators in implementing the principles of reflective practice.

#### "BIOGRAPHIC/AUTOBIOGRAPHIC ACCOUNT IN PRESERVICE TEACHER PREPARATION"

**THURSDAY, NOVEMBER 11, 1993**

Terry G. Roberson and Leland K. Doebler, University of Montevallo

Increasing acknowledgement of the complexity of the teaching/learning process commands the consideration of alternative sources from which professional educators must draw knowledge. Some claim that quantitative research will not be sufficient for keeping up with changing views of the teacher and that more qualitative/phenomenological methods will be needed. The knowledge base for teacher education curricula, specifically, should not dismiss the "voice" of the teacher as an important dimension in our understanding of the dynamics of classrooms and teaching and teachers. The qualitative search for this understanding will legitimize the use of literature, film, lore, stories, and other genres for gaining authentic information about the life of the teacher and life in classrooms, as well as for validating theoretical notion.

Formal teaching and research activity along these lines seems limited across the country; however, there are a few projects of note. This paper addresses these major activities, as well as other concerns related to the use of biographic/autobiographic narrative in teacher preparation: definition, rationale, value as a supplement to more traditional practices, and methods of analysis of narrative account.

**11:00 a.m. - 11:50 a.m. P.U.S.H. (PROMOTING UNDERSTANDING OF STUDENTS) AT HENRY CLAY: A CASE STUDY OF AN URBAN HIGH SCHOOL'S ATTEMPT TO IMPROVE RACE RELATIONS (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** Paul B. de Mesquita, University of Kentucky

**Presenters:** "AN ADMINISTRATOR'S APPROACH TO REDUCING RACIAL TENSIONS: A MODEL FOR PROMOTING SCHOOL-COMMUNITY COLLABORATION"  
Michael B. Courtney, Fayette County (KY) Schools

"IMPLEMENTING P.U.S.H.: APPRECIATION OF DIVERSITY, CONFLICT MEDIATION, LEADERSHIP, TRAINING, AND COMMUNITY SERVICE"  
Diane Woods, Fayette County (KY) Schools

"IMPACT OF P.U.S.H. ON THE SELF-CONCEPT AND MOTIVATIONAL ORIENTATION OF AFRICAN-AMERICAN STUDENTS"  
Daria T. Courtney, Eastern Kentucky University

"MEASURING THE SUCCESS OF P.U.S.H.: ISSUES IN THE EVALUATION OF A MULTIDIMENSIONAL PROGRAM"  
Paul B. de Mesquita, University of Kentucky

This symposium describes the development, implementation, and evaluation of a multidimensional program designed to improve the race relations of students at Henry Clay High School, the largest integrated high school in Kentucky. The program identified 125 students, through peer nomination, considered to be influential leaders in the school; that is, those students exerting both positive and negative influence on the diverse peer groups within the student body. These influential students participated in two large-group meetings to discuss perceived problems and possible solutions associated with race relations in the school. As a result of these discussions, a program to promote understanding among students evolved. Working to establish school-community collaboration, the principal involved several community organizations to provide program direction and training experiences for students: Central Kentucky Council for Peace and Justice, National Conference on Christians and Jews, Lexington Center for Mediation Training, Mayor's Task Force on Youth, 4-H Youth Development County Extension Office, and the University of Kentucky College of Education. These community organizations provided training and education in four program areas: appreciation of diversity, conflict mediation, leadership training, and community service. Training activities occurred in four small groups of approximately 30 students each. A structure for school mediation was established and continued P.U.S.H. meeting were scheduled.

The first paper addresses this innovative program to improve race relations in a large urban high school from the principal's perspective. Internal and external political forces are discussed, as well as organizational circumstances that triggered the overall need for a school response. The second paper describes the content and structure of the program as it was developed and implemented. Student issues related to participation are discussed, along with practical issues concerning the logistics of involving the community in a collaborative effort with the school. The third paper addresses the potential impact of such a program on the self-concept and motivational orientation of African-American students. A review of relevant literature suggests that attributional patterns commonly found among African-American adolescents are related to motivational

orientations. The paper attempts to determine whether peer interaction and the opportunity for discourse can lead to changes in attributional and motivational patterns despite social relations and community forces that perpetuate misunderstandings and lack of communication. Finally, the fourth paper addresses issues related to the complexities of evaluating a multidimensional school-community program. The specific difficulties of measuring the success of a program such as P.U.S.H. are outlined, and guidelines for evaluating similar programs are presented.

Using a case-study format, this symposium is intended to provide information that is valuable to school administrators, teachers, counselors, and educational researchers. Time is allowed for participants to share similar problems and difficulties experienced in their settings and to discuss how some of the lessons learned from P.U.S.H. may be applicable.

**11:00 a.m. - 11:50 a.m. SCHOOL RESTRUCTURING (Discussion)..... Bayou Jean Lafitte III**

**President:** Linda Hampton Wesson, Arkansas State University

**Presenters:** "YEAR-ROUND EDUCATION: DOES IT MAKE A DIFFERENCE?"

Barbara A. Lewis and Scott W. Snyder, University of Alabama at Birmingham

Responding to burgeoning school populations, many communities across the nation have implemented year-round education (YRE) in which cohorts of students attend school on a rotation basis (multi-track). Other communities, to maximize retention of learning, have begun programs in which all students follow the same calendar but have more frequent and shorter vacations (single track).

Considerable variability exists within the efficacy literature for YRE. For example, the results of studies comparing the effects of YRE and traditional-calendar plans on student achievement appear to be mixed (Carriedo and Goren, 1989; Zykowski, et al., 1991). However, when multi-track and single-track data are examined separately, students in single-track schools achieve more than those in traditional-calendar schools (e.g., Quinlan, et al., 1987). In addition, several variables such as retention, which may have a long-term effect on achievement, also favor YRE ("Early School Leavers," 1986).

The purpose of this presentation is to review the history of YRE, the predominant types of YRE plans, and research related to selected student variables. As part of the presentation, major independent variables, dependent variables, populations, and measures that have been used in the research are summarized. Suggestions for future research are also made.

**"NONGRADED PROGRAMS: OPINIONS AND ASPECTS OF CHANGE"**

Camilla Daffo Pierce, Tennessee State University

Research findings suggest that the nongraded structure is conducive to the implementation of developmentally appropriate components known to be beneficial to learning. A new movement to instill the nongraded structure of organization in school has begun across the nation. The purpose of this study was to identify aspects of teachers who have changed from a traditional graded organizational structure to the nongraded structure. Through a questionnaire survey, information was obtained from 127 teachers working in a nongraded program in Kentucky or Tennessee. The study essentially compared teachers with some choice in their decision to change and those teachers mandated to change.

Chi-square analysis of data allowed the assessment of trends, resulting in apparent relationships between certain variables. The major findings were in the following areas: (1) a significant percentage of teachers with 15 or more years of experience waited for the mandate, and (2) those with more than 15 days of staff development acknowledged a more thorough knowledge of the nongraded structure. The "not mandated" teachers claimed a more thorough knowledge of the idea and were more likely to implement nongraded components than were "mandated" teachers.

**"AN EXAMINATION OF ATTENDANCE IN LOUISIANA SCHOOLS"**

Linda J. Crone, Catherine H. Glascock, Bobby J. Franklin, and Susan E. Kochan,  
Louisiana Department of Education

This study examined 1991-1992 attendance, one of the 10 school performance indicators presented

and published on *Progress Profiles* (school report cards) by the Louisiana Department of Education. Data were examined for all 1,388 schools for which *Profiles* were provided. Although data were aggregated at the school, district, and state levels, the school was the unit of this analysis. Correlational methods and regression were used to relate student attendance to other school performance indicators such as student achievement and dropouts. ANOVA was used to examine differences in attendance by race, school type, community type, and school size.

Regression analysis found the strongest predictor of attendance to be school type, with attendance being lower in secondary schools. Attendance, though, in secondary schools appeared to be of primary importance to school outcomes, as this variable was the strongest predictor of test data (even when socioeconomic indicators were included in the model). The interaction between percentage black and community type was the second predictor to be entered in the regression model. Further examination of this interaction indicated that the lowest attendance rates were for white students attending large metropolitan schools with a high percentage of black population.

**"PERFORMANCE ASSESSMENT AND EDUCATIONAL REFORM: SOME QUESTIONS AND CAVEATS"**

Richard G. Shepard and Dean Owen, Morehead State University

An issue that is central to most educational reform movements is that of assessment. Proponents of alternative methods of evaluation, such as performance assessments, have argued that the traditional, standardized testing format subverts the educational process by emphasizing low-level thinking skills and the acquisition of inert, isolated pieces of knowledge. It has further been suggested that most measurement specialists create tests based on implicit beliefs about learning that are behavioral in nature and, hence, contrary to many recent discoveries in cognitive psychology (Resnick & Resnick, 1992; Shepard, 1991).

The purpose of this paper is to discuss the implicit beliefs of performance advocates that may be counterproductive to student development. For example, there appears to be a belief that all learning should be fun, engaging, and filled with personal relevance and application for each individual student. A direct consequence of this could be instruction that is geared toward maintaining student interest at the expense of content coverage. Students may also be deprived of experiences requiring self-discipline and control that are necessary for many long-term, and often intangible, goals in life. The authors cite other examples of possible hidden beliefs and offer some suggestions for incorporating performance instruction that may help avoid the problems listed.

**12:00 p.m. - 12:50 p.m. ATTITUDES (Discussion).....Bayou Jean Lafitte**

**President:** Vera A. Owens, Nashville State Technical Institute

**Presenters:** "EXAMINING PRESERVICE EXPERIENCES THROUGH JOURNALS"

Gloria D. Richardson and Lydia Boutwell, Mississippi State University-Meridian

The purpose of this study was to evaluate spring 1993 student teachers' journals of their experiences in the classroom. The study employed both quantitative and qualitative aspects. An analysis of semantic choices was based on a prepared list of possible expressions and determined whether the journals reflected negative (more negative than positive), positive (more positive than negative), or neutral (balanced) attitudes toward efficacy, supervision, discipline, and students. The journals were predominantly positive, with four neutral and two negative.

The journals were also examined for evidence of reflection about the four areas of concern. Insight provided by this examination enables preservice teachers to evaluate their experiences as precursors to success in their profession. This evaluation also allows researchers to evaluate programs and practices in the preservice teachers' preparation.

**"A COMPARISON OF SCIENCE ATTITUDES AMONG SIXTH, SEVENTH, AND EIGHTH GRADERS"**

Judy A. White, Meridian (MS) Public Schools, and Gloria D. Richardson, Mississippi State University-Meridian

The purpose of this study was to compare the attitudes of sixth-, seventh-, and eighth-grade students toward science and scientific activities. Research indicates that science attitudes are a concomitant of lower scores on standardized tests and of comparative studies of science achievement in other countries. The instrument was the Test of Science Related Attitudes. Twenty-seven of the items from this instrument were reported in this research. These comprised the three sections of the instrument directly related to attitudes. Of the 27 items, eight were significantly different. Comparisons were made according to race, gender, and grade level. Findings revealed that white students have more positive attitudes than non-white students, that girls express more positive attitudes in eighth grade than in other grades, and that white students are more willing to experiment with scientific activities than non-white students. The results of this study imply that changes in teaching science in the middle grades can improve students' attitudes and increase students' interest in science classes and in future science careers.

**"A LIBERAL-CONSERVATIVE ATTITUDE SURVEY FOR POSTSECONDARY STUDENTS"**

John G. Thornell, J. Reid Jones, W. Ross Story, and Robert G. Burroughs, Delta State University

Postsecondary students have become more politically active during the past decade, creating the need for an instrument to assess attitudes on current issues. Eight attitude statements dealing with current issues were constructed on an assumed "liberal-conservative" continuum. Summing the items yielded a total survey score on that dimension. Ninety-five students from two graduate and two undergraduate classes were asked to respond to these items and a brief list of demographic queries.

Each of the eight items was significantly correlated to the total survey score. Pearson r's were all positive (.51, .49, .34, .45, .39, .47, .41, and .48), indicating good internal consistency. MANOVA were conducted with gender, ethnicity, and level (graduate vs. undergraduate) as independent variables. Females and nonwhite subjects were shown to have more liberal attitudes. A regression analysis showed that gender and ethnicity were the only demographics associated with total survey scores.

Analysis of individual items for the gender effect indicated that the most potent issues were "supreme court appointments" and "affirmative action quotas." The ethnicity effects were attributable to items concerning "supreme court appointments," "affirmative action quotas," "federal spending on national defense," and "capital punishment."

**"A VIEW OF HIGH SCHOOL FROM THE PERSPECTIVE OF A NON-AMERICAN STUDENT"**

Glenda Holland and Tom Mize, Northeast Louisiana University, and Sylvette Gunigundo, Louisiana State University

This study described one Filipino student's experiences in an American high school. There is little written by students describing the schooling experience. This study was designed to help educators see everyday school happenings through the eyes of a non-American student.

The researcher utilized four major sources of data. The archives included the history of the high school and how it became desegregated. Data that informed about demographics were also collected. The school setting, students, and teachers were described. Events such as the football games and the pep assemblies were narrated. The experiences of the researcher were the major data that were gathered to develop a narrative book about American public high school from the perspective of a non-American student.

This study was a qualitative study, and the intent was to describe phenomena. Data analysis involved reading and reflecting over the field notes and organizing data by themes.

Some conclusions were that (a) non-American students may face great culture shock in our high schools, (b) some things (such as pep rallies) that Americans consider a part of the high school experience may be frightening to non-American students, and (c) perhaps counselors could help ease the transition to American schools for non-American students.

**12:00 p.m. - 12:50 p.m. EARLY CHILDHOOD EDUCATION (Discussion).....Bayou Teche**

**President: Ron Partridge, University of Mississippi**

**THURSDAY, NOVEMBER 11, 1993**

**Presenters: "SPELLING IN KINDERGARTEN: A CONSTRUCTIVIST ANALYSIS OF YEAR-LONG SPELLING DEVELOPMENT"**

Maryann Manning, Gary Manning, and Roberta Long, University of Alabama at Birmingham

The purpose of the study was to follow kindergarten children's spelling development during one academic school year. The 27 children in the study were in two whole language kindergarten classes and were primarily from lower middle-class families. Eight spelling samples were obtained monthly by asking individual children to spell cement, karate, ocean, tomato, punishment, motion, and vacation. They were also asked to write the sentence, "The whale swims fast."

The writing samples were analyzed according to levels developed by Ferreiro and Teberosky with Spanish-speaking children. The analysis noted changes in progress toward understanding the alphabetic writing system from letter strings to more conventional spelling.

Only two children made no progress in spelling levels during the year. Ten children progressed slightly less than one level, eight children advanced one level, and seven advanced more than one level. Seventeen children were at levels three or four; i.e., they were beginning to recognize the alphabetic nature of the English language. At the end of the year, when asked to write the sentence, 19 of the 27 children left spaces between all or most of the words; they were beginning to understand the concept of word.

**"STUDENT ACTIVITIES TOWARDS SCHOOL REFORM: A FOCUS ON KENTUCKY"**

Samuel Hinton and Janeann Pitmann, Eastern Kentucky University

The Kentucky Education Reform Act of 1990 instituted an ungraded primary school program (grades one-three) and fourth-grade assessments. The purpose of the study was to investigate the attitudes of third- and fourth-grade students towards some of the changes taking place in their classrooms. Investigations of student attitudes towards school reform are timely and relevant.

The third graders have been taught in the traditional way for two years; their involvement in the ungraded primary was limited to spending one hour per day in the multiage/multiability grouping. The fourth graders have been assessed in the old way for three years and were learning to do group activities and portfolio creation for the new assessment at the end of the school year.

The subjects were 100 randomly selected elementary school students from the Clark County Kentucky school district. Fifty-three were selected from three third-grade classes in Becknerville Elementary School, and 47 were selected from two fourth-grade classes in Central Elementary School. Positive responses were given to a 16-item questionnaire on attitudes towards new teaching practices, group and cooperative learning, portfolio development, and general feelings about new changes in schooling practices.

**"DO ATTITUDES OF PARENTS MAKE A DIFFERENCE IN IMPROVING ACADEMIC ACHIEVEMENT IN INNER-CITY SCHOOLS?"**

Less Holmes Twillie and Ruby Payne, Memphis (TN) City Schools, and John R. Petry, Memphis State University

A longitudinal study was conducted to determine whether positive attitudes of parents are related to inner-city academic achievement. Seventy-one teachers, 49 parents, and 32 students participated. Parents completed pretests of the PTAQ-Parent Version (PTAQ-P), were exposed to strategies designed to facilitate academic achievement, and were administered posttests of the PTAQ-P.

Parents were given a variety of materials, including a school handbook with a calendar of events, a statement of the purpose and philosophy of the school, and goals and objectives for the student. Parents were given a syllabus that outlined course requirements, readings, and mastery levels for English and math. Home visits and conferences were also conducted. An open-ended section provided parents an opportunity to indicate their expectations of the child's teacher and school. Students were pretested-posttested in English, mathematics, and reading. Scores were compared using dependent t tests. Performance in all academic subjects improved significantly, ( $p < .05$ ). Parents' responses to the PTAQ changed significantly.

Results suggest that students performed significantly better in English, mathematics, and reading on posttests immediately following the interventions and also over a long period of interventions. Significant changes were credited to earlier and continued parental training, facilitating student academic

performance, and the increased number of participants.

**"IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PRACTICES IN THE MULTIAGE, MULTIABILITY CLASSROOM -- A SURVEY OF KENTUCKY SCHOOL TEACHERS"**

Samuel Hinton and Brenda Addington, Eastern Kentucky University

The Kentucky Education Reform Act of 1990 (KERA) calls for the implementation of an ungraded primary program by the 1993-94 school year. Teachers are the practitioners whose application and creativity facilitate policy implementation; their opinions merit attention.

The purpose of this paper is to assess teacher perceptions on implementing developmentally appropriate practices in multiage/multiability classrooms in the Kentucky primary program. Developmentally appropriate practices call for the provision of curriculum and instruction that address the physical, social, intellectual, emotional, and aesthetic/artistic needs of young learners, and an integrated curriculum in which they can develop at their own pace. Multiage and multiability classrooms encourage flexible grouping and regrouping of children of different ages and abilities who may be assigned to the same teacher for more than one year.

A random sample of 36 public school teachers in Fayette and Madison counties, Kentucky were administered a survey containing items on developmentally appropriate practices, and the multi-age and multi-ability classrooms. The likert-scale type instrument was adapted from the recommended "best practices-possible options" list provided by the Kentucky department of education. It was expected that a majority of the respondents will indicate that the recommended practices were being followed.

**12:00 p.m. - 12:50 p.m. EDUCATION REFORM (Discussion).....Bayou D'Arbonne**

**President:** Linda Garris Christian, Arkansas Tech University

**Presenters:** "SURVEY ASSESSMENT OF PAIDEIA TEACHERS' PERCEPTIONS CONCERNING PROFESSIONAL STAFF DEVELOPMENT ACTIVITIES"

Cynthia M. Gettys, University of Tennessee-Chattanooga, and Mary Ann Holt, Chattanooga School for the Liberal Arts

Two Paideia Proposal pilot schools in Chattanooga, Tennessee offer all children equity through the same academic opportunities in a one-track curriculum. Word-of-mouth advertising for these schools has made them the most sought after public schools in Chattanooga with parents camping out to submit their child's application.

The purpose of the study was to determine how the teachers at these Paideia schools perceived the professional staff development activities that had been provided for them as they made the transition from a traditional direct-instruction model of teaching to a nontraditional three-column model that included didactic presentations (lecture), socratic questioning (seminars and discussions), and coaching (skill development in small groups with teachers and/or tutors).

In the spring of 1993, a Paideia Survey was developed and administered to all teachers teaching at these two Paideia schools. The data set of 61 surveys represents an unprecedented return rate of 100%. For the purpose of this research, the findings were divided to represent two areas of current teaching assignment: lower (elementary) and upper (middle and high school). Means scores were calculated for each question. Findings graphically demonstrate differences in teacher's opinions, which were not entirely limited to the level of teaching assignment.

**"EXPECTATIONS VERSUS REALITIES: SUPERVISION UNDER A STATE-MANDATED TEACHER EVALUATION SYSTEM"**

Sonja R. McNeely and Norma T. Mertz, University of Tennessee

In the wake of school reform efforts to improve instruction and state initiatives mandating teacher instructional evaluation, it is relevant to ask what is going on in the name of instructional supervision and whether or not what is occurring is influencing classroom instruction. Fifty-eight teachers representing 21

different school districts completed a survey instrument consisting of open-ended questions about the supervision process prior to and since the mandated process. The majority of the data were analyzed using simple statistical procedures, totals, averages, ranges, and frequencies. Qualitative data were analyzed independently, and the analyses were then compared.

The subjects reported more classroom visits since the implementation of the evaluation process; however, the reported visits were solely for the purpose of fulfilling state mandates. Few subjects experienced non-evaluative supervisory visits. Of those who did, only one teacher reported assistance that could be directly related to instruction.

Instructional improvement is an expectation of state-mandated evaluation systems. The reality as experienced by these teachers is that it has no effect on their teaching and does not reflect their teaching abilities. What existed before exists now, and little is perceived to be of help to the teacher in improving classroom instruction.

**"PERCEPTIONS OF PRINCIPALS TOWARD EDUCATIONAL VOUCHERS"**

Charles R. Scriber, Lincoln Parish (LA) Schools

This study determined the relationships between the criterion variables of public and private school principals' perceptions toward the institutional effect of educational vouchers and the predictor variables of type of school surveyed, type of K-12 school attended by the respondent, experience in administration, level of education, race, and gender.

The subjects for the study were 500 public and private school principals from the states of Alabama, Florida, Georgia, Louisiana, and Mississippi. The data were collected using a survey instrument that measured principals' perceptions toward educational vouchers.

Multiple regression techniques were used to test these relationships. It was determined that there was a significant relationship between each of the criterion variables and the composite set of predictor variables. When each criterion variable was tested against each predictor variable there was a significant relationship found between perception toward educational vouchers and type of school. In addition, there was a significant relationship found between the criterion variable, institutional effect, and the predictor variable, type of school. The criterion variable of institutional effect also showed significance when tested against the dependent variable of race. The remaining dependent variables had no significant effect upon the criterion variables.

**"RESEARCH ON READING STRATEGIES"**

Zhicheng Zhang, University of Alabama

Research indicates that the use of reading strategies is related to reading comprehension. The purpose of the review was to identify reading strategies and discover the current trend in reading strategy instruction.

Currently identified and investigated reading strategies can be classified as cognitive strategies, compensation strategies, memory strategies, and test-taking strategies. Important research findings include (1) adequate background knowledge will lead to better reading comprehension, (2) individuals differ in visual/thematic ability, and this may account for individual differences in text interpretation and meaning construction, (3) weak Gestalt results in poor comprehension and can be solved through clinical treatment, and (4) visualization retains longer than verbal information, and it takes less space in memory storage.

Two noticeable trends in current reading strategy instruction are (1) teaching combined strategies and (2) integrate reading strategy instruction with cooperative learning.

The research findings provide an alternative interpretation for the cause of individual differences in reading comprehension. They also identify new directions for reading research and reading strategy instruction.

**12:00 p.m. - 12:50 p.m. EVALUATION (Discussion).....Diamond A**

**President:** Robert L. Byrne, Eastern Kentucky University

**Presenters:** "EXTERNAL EVALUATION OF THE MISSISSIPPI BAND OF CHOCTAW INDIANS' OSAP HIGH RISK YOUTH DEMONSTRATION PROGRAM"

**THURSDAY, NOVEMBER 11, 1993**

M. Mae Brown, Mississippi Band of Choctaw Indians, and Jim C. Fortune and Abbot L. Packard, Virginia Polytechnic University

The Mississippi Band of Choctaw Indians' OSAP High Risk Youth Demonstration Program is directed toward the prevention of substance abuse through experiences offered in an after-school program. The program has been implemented in seven of the reservation schools for the past three years. Much of the implementation has been left up to each individual participating school, resulting in programs tailored to the school's needs. This paper reports on the third-year evaluation of the program.

The external evaluation included the following: an overview of the review of records and activities, a verification of the collection of the internal evaluation data, a report on field visits to each school, a report on the strengths and weaknesses of the program, and recommendations for future action. Program operations are well managed and documented. All of the children are receptive to the substance abuse instruction. Achievement is improved, and the parents are impressed by their children's skills in culturally-related crafts and dance. The resulting impact of this program can be seen in the decline of student substance abuse and improved school behavior.

**"PORTFOLIO ASSESSMENT IN READING AND WRITING: LINKING ASSESSMENT AND INSTRUCTION TO LEARNING"**

Jo Ann Belk, Mississippi State University, and Gerald Calais and Judy Shaver, McNeese State University

Traditional assessment in reading and writing does not accurately reflect what we currently know about the reading and writing process. It disempowers teachers, students and parents; separates assessment, instruction, and learning; and employs externally-defined criteria for cross-assessment purposes.

With increased emphasis on the whole language approach in the reading and writing classrooms, educators have seen a need for a more appropriate assessment technique. Many have adopted literacy portfolio assessment techniques as alternatives to traditional assessment procedures.

Implications of portfolios as assessment techniques include serving (1) as a source of information for teachers to make decisions regarding student progress and program evaluation, (2) as a source of information for parent, teacher, and student collaboration, (3) as a means of reflection for student self evaluation, and (4) as a means of linking instruction to learning.

**"USE OF THE NTE AND MAT IN PREDICTING SUCCESS IN GRADUATE TEACHER EDUCATION PROGRAMS"**

Jerry B. Ayers, Tennessee Technological University

Admission to graduate study in teacher education at the master's level usually requires the presentation of scores on one or more standardized aptitude measures. The purpose of this study was to examine the relationship between scores derived from the MAT and NTE for a sample of 548 students who completed the Master of Arts at Tennessee Technological University with emphasis in teacher education. Core battery scores from the NTE (Communications, General Knowledge, and Professional Knowledge tests), scores from the MAT, and overall graduate grade point average (GGPA) were collected from the permanent records of the subjects. Pearson product moment correlations of the variables indicated that there were significant relationships between GGPA and each of the NTE tests and the MAT. The correlations were similar to those previously reported in the literature. The best predictor of success was scores from the Professional Knowledge test of the NTE.

The use of the NTE as a predictor of success in graduate study in teacher education at the master's level is as good as or better than the MAT. Institutions may wish to investigate this further and consider the use of the NTE as an admission test rather than the MAT.

**"CHILDREN'S PERSPECTIVE ON TEST-TAKING STRATEGIES FOR HIGH STAKES TESTS"**

Neelam Kher-Durlabhji and Lorna J. Lacina-Gifford, Northwestern State University

The purpose of this study was to understand the "high stakes" testing process from the perspective of elementary students. Sixty-four high- and low-achieving students in the third and fifth grades were

individually interviewed regarding their knowledge of "high stakes" tests, use of results, and the role of teachers and parents in shaping the student's test-taking behavior. Interview responses were transcribed and coded for quantitative analysis. Coders were trained in the coding system, and the final interrater reliability was determined at 80%.

The results of this study indicated that teachers are using an undue amount of time preparing students for high-stakes tests. As early as January, teachers begin such activities as preparing review sheets, working on test-specific subject matter, giving practice tests, and sending test-related work home. Analysis of variance revealed differences between the perceptions of third and fifth graders and between high- and low-achieving students. Further investigations with larger and more representative samples are needed to shed additional light on the effects of "high stakes" testing on children.

**12:00 p.m. - 12:50 p.m. ORAL READING RATES: HOW SHOULD WE READ ALOUD WHEN STUDENTS ARE FOLLOWING ALONG AND READING SILENTLY?**

**(Symposium)..... Bayou Jean Lafitte II**

**Organizer:** Christopher H. Skinner, Mississippi State University

**Presenters:** "OVERVIEW"  
Christopher H. Skinner, Mississippi State University

Researchers conducted four studies using within-subjects repeated-measures designs investigating the effects of listening-while-reading intervention on reading performance in secondary students with learning disabilities. Treatment conditions included fast-rate aloud listening-while-reading (FRLR) and slow-rate aloud listening-while-reading (SRLR). Students were instructed to read silently as experimenter read aloud at rates approximating student rates (SRLR) or faster rates (FRLR). Control conditions included assessment only (AO) and silent reading (SR). Dependent variables included words correct and errors per minute and percentage of inferential and factual comprehension questions answered correctly. To control for extreme scores, students were exposed to each condition three times and medians scores were analyzed. Randomization was used to control for sequence effects. Results are discussed in terms of modeling rates, homogeneous groupings, incidental learning, wait times, cognitive processing models of reading, mainstreaming, and applied interventions. Results suggest that persons read aloud at different rates depending on intervention goals. The audience participation by modeling rates and suggesting applications is encouraged.

**"SPEED OF ORAL READING AND LISTENERS' REREADING PERFORMANCE"**

Leigh A. Atchison, University of Alabama, and Christopher H. Skinner, Mississippi State University

Researchers attempted to determine if a functional relationship existed between oral readers' reading rates and students' reading performance when 12 students were required to reread the same material. During SRLR and FRLR, students were instructed to silently read 200-word passages written at their instructional reading level as experimenters read aloud. During SR, students read passages silently. Immediately following each intervention students reread the same passage and experimenters recorded their words correct and errors per minute. Wilcoxon's matched-pairs signed-ranks test showed that SRLR and SR resulted in statistically significant ( $p < .01$ ) decreases in errors per minute.

**"INTERACTION BETWEEN STUDENTS' READING ABILITY AND READING INTERVENTIONS"**

Jamie F. Satcher, Rhett K. Brandt, Phyllis A. Walters-Kemp, University of Alabama, and Christopher H. Skinner, Mississippi State University

Researchers tested for interaction effects between the level of reading material and oral readers' rates of reading during listening-while-reading interventions in 15 students. Students were exposed to SRLR, FRLR, SR, and AO. Experimenters read about 200 words per minute during FRLR and 100 words per minute during SRLR. In one session students read from grade 6 text; in the other, they read from grade 12 text. MANOVA showed no statistically significant ( $p < .05$ ) interaction effects. Exploratory analysis showed FRLR resulted in significantly higher words correct per minute than AO and significantly fewer errors per minute than SR and AO.

**"SPEED OF ORAL READING AND LISTENERS' COMPREHENSION LEVELS"**

Marcia R. O'Neal and Kelly L. Adamson, University of Alabama, and Christopher H. Skinner, Mississippi State University

Researchers attempted to determine if a functional relationship existed between oral readers' reading rates and the levels of inferential and literal comprehension in 15 students. Conditions included FRLR, SRLR, and SR. Immediately following each intervention, students completed five inferential and five literal questions. Median scores were analyzed using three ANOVAs with Bonferroni's correction and follow-up analysis. Results showed that FRLR resulted in statistically significant ( $p < .05$ ) higher levels of inferential comprehension accuracy than either SRLR or SR.

**"GENERALIZED IMPROVEMENT IN ORAL READING FOLLOWING LISTENING-WHILE-READING INTERVENTIONS"**

Robert R. Jackson and John R. Woodward, University of Alabama, and Christopher H. Skinner, Mississippi State University

After 14 students read the first 200 words of passages silently (FRLR, SRLR, & SR), they read the remaining approximate 200 words aloud, and experimenters collected data on words correct and errors per minute. ANOVAs and follow-up analysis showed that only SRLR resulted in statistically significant ( $p < .05$ ) decreases in error rates.

**12:00 p.m. - 1:50 p.m. INSTRUCTION (Training)..... Bayou Jean Lafitte III**

**Trainer: "ENVIRONMENTAL ANALYSIS FOR INSTRUCTIONAL DESIGN"**

Martin Tessmer, University of South Alabama

Environmental analysis is the analysis of the context in which learning takes place. It is a front-end analysis stage of instructional design that identifies the environmental factors that could affect instruction. Absent from almost all instructional design models, environmental analysis determines instructional strategies, media, and evaluation methods.

This workshop will introduce participants to the concepts and methods of environmental analysis. It will focus on learning environment factors such as content characteristics (lifespan, content culture), user characteristics (pattern of use, reasons for use), facilities (accessibility, seating, space, temperature), instructor's perceived role (composer, conductor, performer), and learner's perceived role (receiver, detective, generator).

A sample workshop schedule follows: (1) orientation to workshop methods and procedures (8:00-8:15); (2) introduction to the concepts of environmental analysis - participants learn about its definition, importance, levels, and factors (8:15-8:45); and (3) using learning environment factors - explains three to four major factors and indicates how each factor is important to a variety of learning: multimedia, live instruction, and distance education. Participants then analyze an instruction or training scenario according to these factors, using an analysis job aid given to them (8:45-10:00).

**1:00 p.m. - 1:50 p.m. HIGHER EDUCATION (Discussion)..... Bayou Jean Lafitte**

**President: Roderick Hertzler, Texas A&M University**

**Presenters: "RELATIONSHIP OF SELF-MANAGEMENT TO PERSONALITY TYPES AND DIMENSIONS"**

Donald E. Price and Robert L. Williams, University of Tennessee, and Benjamin Layne, Georgia State University

The purpose of this study was to determine if self-management (as measured by the Lifestyle Approaches Inventory) was related to personality types and dimensions (as measured by the Myers-Briggs Type

Indicator) for 144 university students taking a child-development course organized to be largely self-directing. The Lifestyle Approaches Inventory consists of four subscales: Performance Focus and Efficiency, Goal-Directedness, Timeliness of Task Accomplishment, and Organization of Physical Space. The Myers-Briggs consists of four dimensions of personality, each having opposite poles: Extraversion-Introversion, Sensing-Intuition, Thinking-Feeling, and Judgment-Perception.

A correlational analysis showed that the self-management factor most consistently linked to the Myers-Briggs dimensions was Organization of Physical Space, and the Myers-Briggs dimension most consistently linked to the self-management factors was the Perception-Judgment dimension. The Myers-Briggs type that obtained the highest self-management mean was ESFJ, a people-oriented type that emphasizes harmony in relationships and desires organization. Some gender differences were noted in the relationships between the self-management and personality instruments. Some aspects of self-management appear to have a more affective tone for men than for women.

**"PREDICTION OF GRADUATION OF UNIVERSITY FRESHMEN UTILIZING PRE-ENROLLMENT INFORMATION"**

W. S. Smith, II, Mississippi State University, and Gerald Halpin and Glennelle Halpin, Auburn University

The purpose of this study was to determine if selected data obtained from university records that describe freshmen prior to their enrollment would differentiate graduates from stopout and nonpersister students. Subjects were 1,601 students entering a large southeastern university as freshmen in the fall semester, 1985. The variables selected to predict their graduation status were (1) ACT composite score, (2) high school grade point average, (3) ethnic status, (4) certainty of college major, (5) highest level of education expected to complete, (6) family income level, (7) size of home community, (8) graduating class size, (9) class rank, and (10) evaluation of high school experience.

Structure coefficients derived from a discriminant analysis procedure indicated that high school grade point average, class rank, ACT composite score, evaluation of high school experience, and ethnic status were important variables in classifying students as graduates, stopouts, or nonpersisters. One-way ANOVAs followed by Fisher's LSD tests showed that high school grade point average, class rank, ACT composite score, evaluation of high school experience, and family income level were statistically significant in determining differences among graduates, stopouts, and nonpersisters. A chi-square analysis indicated a statistically significant relationship between graduation status and ethnic status.

**"ARTICULATION: CURRENT NATIONAL TRENDS AND THE MISSISSIPPI MODEL"**

Ed Davis and Joan K. West, Mississippi State University

As a growing number of students matriculate to community/junior colleges for their first two years of education, course and curriculum articulation becomes more important. An overview of past experiences with articulation both nationally and in the state of Mississippi are given. In addition, current developments are discussed in light of accreditation standards, downsizing at the university, and a host of other pertinent to both the community/junior college and the university administrator.

A review of the literature reveals current and past research that indicates the level of involvement on behalf of the institutions to address this concern. Such noted community/junior college authorities as Cohen, Vaughn, and, recently, Dougherty, in addition to others, provide the background on the developing transfer student dilemma.

The model that has been in operation for approximately three years is the Mississippi model. It is a joint effort of both the Institutions of Higher Learning Board and the State Board for Community and Junior Colleges. The authors not only trace its development, implementation, and alteration, but also compare it to other existing national plans.

**"THE STABILITY OF ACADEMIC QUALITY RATINGS, 1906 - 1993"**

John A. Nickey, Memphis State University

The purpose of this study was to analytically compare the major reputational rating studies of

**THURSDAY, NOVEMBER 11, 1993**

academic quality in higher education. A search of the literature identified nine multidisciplinary studies dating from the 1906 work of James Cattell through the 1993 U.S. News & World Report survey. The agreement of ratings was discussed in relation to input characteristics of the studies.

Results of each study were compared against all others included in this analysis. A pattern of stability of reputation across both time and method of analysis was found. Of the original 15 elite institutions identified by Cattell, only three were omitted from the highest category in 1993. Ten of the original 15 top-rated universities were included in the highest ranked category in each later study. Four of the five original elite that subsequently received lower ratings are public universities. The three previously unranked universities that were rated in the top 20 by the 1993 U.S. News survey are private institutions. A destabilization in the most recent ratings was indicated favoring private universities over their public counterparts.

**1:00 p.m. - 1:50 p.m. COLLABORATIVE RESEARCH WITH CLASSROOM TEACHERS: BENEFITS, GUIDELINE, MODELS, AND EXAMPLES (Symposium).....Bayou Teche**

**Organizer:** William A. Spencer, Auburn University

**Presenters:** "OVERVIEW"

An invaluable but often ignored avenue of research is to collaborate with practicing classroom teachers in the design and conduct of educational investigations. By focusing on carrying out research with teachers, rather than just on teachers, university-based researchers can add new dimensions to their inquiries and make important contributions to the improvement of educational practice.

This symposium is a four-part presentation examining various aspects of these collaborative partnerships.

**"ESTABLISHING SUCCESSFUL RESEARCH PARTNERSHIPS"**

William A. Spencer, Auburn University

The first paper provides guidelines towards establishing these relationships and identifies important conditions that determine whether these research efforts are successful.

**"MODELS OF INQUIRY FOR COLLABORATIVE RESEARCH"**

David Shannon, Auburn University

The second paper reviews different models of research that are appropriate to these situations. Special emphasis is placed on Action Research as a mode of inquiry that teachers find especially appealing.

**"DEVELOPING LITERATE VOICES: THE CHALLENGE OF WHOLE LANGUAGE"**

Tom Worden, Auburn University

The third paper is an example of collaborative research and describes a research project involving children in literature discussion groups and then studying their subsequent intellectual development.

**"TEACHERS AS RESEARCHERS: IMPLEMENTING THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS CURRICULUM AND EVALUATION STANDARDS"**

Pamela Boyd, Auburn University

The fourth paper focuses on the impact of a university-school partnership on teachers' ability to implement the NCTM Curriculum and Evaluation Standards.

Members of the audience are invited to question the presenters and share their own experiences at collaboration.

**1:00 p.m. - 1:50 p.m. PARENT INVOLVEMENT (Discussion).....Bayou D'Arbonne**

THURSDAY, NOVEMBER 11, 1993

Presider: Leroy Kemp, Jackson State University

Presenters: "IN SEARCH OF A THEORY OF PARENT INVOLVEMENT FOR SCHOOL ADMINISTRATORS"

Jack Blendinger, Mississippi State University

The purpose of this paper is to present a theory of parent involvement based on Effective Schools Research to guide the preparation of school administrators. Studies increasingly show that the majority of teachers believe that schools can be improved by encouraging parents to become more involved in their children's education. Teachers contend that promoting parent involvement should be high on the agenda of every school administrator.

Owing to the lack of theory development in the area of parent involvement, the beginning school administrator is in need of a sound rationale on which to base practice. This paper advances a theory of school administrators taking the lead in reaching out to parents. The theory is based on a synthesis of the research addressing parent involvement coupled with practical experience. The paper is intended to stimulate interest and concern over a fuller development of theory in parent involvement.

"INCREASING PARENT INVOLVEMENT IN CHILDREN'S EDUCATION THROUGH AWARENESS WORKSHOPS"

Tracy Y. Summers, Mississippi State University

The purpose of this paper is to present the results of a parent involvement workshop component that was part of an intensive summer intervention project involving parents of at-risk adolescents. The purpose of the workshops was to increase parent involvement in their children's education. The workshops addressed the following topics for parents: (1) helping your child develop self-confidence, (2) instilling a love for reading in your child, (3) creating a home setting conducive to learning, (4) creating opportunities for learning, (5) showing your child that school is important, (6) letting your child know that you have high hopes for his earning good grades in school, (7) communicating with your child on a daily basis, (8) teaching your child values, (9) showing concern for the health of your child, and (10) using a warm, guiding, parenting style.

Parents were surveyed at the completion of the workshops, and chi-square statistical measures at the .05 level of significance were used to determine parents' perceptions. The findings indicated that the project had a positive effect on the parents.

"THE STUDY OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND STUDENT SELF-CONCEPT"

Jeanette L. Anderson-Stewart, Tennessee State University

This study investigated the relationship between parental involvement in the school and students' self-concept. The study examined the relationship between students' self-concept in relation to conduct, attendance, ethnicity, and gender.

The sample size consisted of 70 fourth-grade students. The Piers-Harris Self-Concept Scale was used to determine whether fourth graders whose parents volunteered in their schools had better self-concept than fourth graders whose parents did not volunteer. A Parent Involvement Questionnaire was also used to determine how parent volunteers and parent non-volunteers perceived the self-concept and school conduct of their children.

The test of significance were five t tests, three one-way analysis of variances, and a two-way analysis of variance. Conduct was analyzed separately with crosstabs and chi-square analysis. A descriptive analysis was used to give the reader information about the research sample population.

Findings revealed that none of the five factors had a significant effect on the self-concept of students at the .05 alpha level; however, the mean score of the t test reference of gender for females was higher than for males. The mean score for the t test in reference to race revealed that the Euro-American's mean score was higher than that of African-Americans.

"DEVELOPING AN INSTRUMENT TO MEASURE TEACHER ATTITUDES TOWARD LOW ACHIEVERS IN MATHEMATICS"

**THURSDAY, NOVEMBER 11, 1993**

Evelyn E. Dwyer, Walters State Community College

The purpose of this study was to develop an instrument designed to measure attitudes of middle school mathematics teachers toward low achievers in mathematics.

The study was conducted in three phases. Phase One included: selecting instrument type and format, writing potential items, and classifying items into three major components of attitude (Beliefs, Feelings, Intended Behaviors).

In Phase Two, items were combined into an 85-item preliminary scale and administered to 58 middle school mathematics teachers. The data generated were analyzed to estimate validity and reliability. Items were retained within their subscale if they had significant ( $p < .01$ ) item-total correlations and ability to discriminate between high and low criterion groups.

In Phase Three, three 15-item subscales were combined to form a 45-item final scale titled Teacher Attitudes Toward Low Achievers in Mathematics Scale (TALAM). The TALAM was subsequently administered to 128 middle school mathematics teachers. Analysis of data indicated that the three scales were internally consistent and stable over a six-week interval. Concurrent validity data are also available. Factor analyses of data yielded further support for the placement of items within the three subscales.

1:00 p.m. - 1:50 p.m.    **READING    (Discussion).....Diamond A**

President:                    Ava F. Pugh, Northeast Louisiana University

Presenters:                "A COMPARISON OF THE READING DIFFICULTY BETWEEN REQUIRED AND ELECTIVE HIGH SCHOOL COURSES"

M. T. Wesley and Melvin E. Franks, Mississippi State University

Philips and Clarizio (1988) note that commonly-used scales are not equal interval, and the "Users typically do not notice irregularities in the developmental standard score scales because the scores have no meaning in the real world." To give "real world" meaning to test scores, the Lexile Analyzer (Stenner, Horabin, et al., 1992) is used to compare high school textbooks.

This study used the Lexile Analyzer to evaluate 120 samples from six high school texts, comparing the relative difficulty level of texts in required courses to elective courses. Samples of representative material were randomly selected and the Lexile score obtained. Appropriate statistical tests were performed to determine if there were significant differences between the level of reading ability expected of students in courses universally required (e.g., English, history, government) and courses that are likely to be elected only by more advanced students (e.g., psychology, economics, advanced biology). Significant differences may indicate that the regimen of required courses may inadequately prepare readers for higher level elective courses and, thereby, systematically contribute to self-omission of students with less than adequate reading preparation.

**"THE EFFECTS OF PAIRED READING ON THE ATTITUDES OF FIRST-GRADE READING STUDENTS"**

Suzanne Brand Ross and Gloria D. Richardson, Mississippi State University-Meridian

The purpose of this study was to determine whether there was a significant difference in scores on a reading attitude pretest and posttest after Paired Reading treatment. Paired Reading is an alternative way of teaching reading in which students work in a tutor and tutee relationship on reading assignments. A number of research studies have shown that reading attitudes improve after such activities. Measurement was done using the Benton-Boutwell (1993) survey; a Cronbach alpha of .7787 for the survey indicated sufficient internal consistency. A one-way analysis of variance was used to identify significant difference for the following items: love of reading, reading is exciting, books make good presents, and I would rather read than watch television.

It appears that early intervention in reading programs offers one of the best ways to ensure that students develop the appropriate reading skills and tools for future learning; furthermore, love of reading and the lure of exciting reading activities can instill in children the lifelong interest in reading that will benefit both themselves and their society.

**"EFFECTIVE SCHOOL-BASED SUBSTANCE ABUSE PREVENTION PROGRAMS"**

Nancy L. Hickin and Nola J. Christenberry, Arkansas State University

Substance abuse among school-age youth continues to be a significant and costly problem in U.S. society. Schools are asked with increasing frequency to become involved in finding and implementing solutions. A review of the literature regarding school-based substance abuse prevention programs reveals their evolution from a basic informational approach in the 1960s to approaches in the 1990s that are designed to help youth develop effective coping skills. The latter approaches are based on the assumption that substance abuse is socially learned. Empirical evidence reveals that current approaches are more effective than earlier ones were in preventing substance abuse among the youth of our nation. School district personnel, therefore, need to become aware of the nature of the more successful substance abuse prevention programs and build the designs for their programs on the characteristics of these programs. This presentation contributes to the awareness by summarizing the most significant characteristics of effective programs currently described in the relevant literature.

**"EFFECTS OF WHOLE LANGUAGE TEACHER TRAINING ON STUDENT READING SCORES"**

Raymond A. Paden and Carol J. Templeton, Chickasaw County (MS) Schools

The purpose of this study was to determine the effects of intensive whole-language teacher training on student reading scores. Measures were obtained from 50 first-grade students on the Stanford Achievement Test. Students were randomly assigned either to one of two first-grade teachers, one of whom used a traditional, basal, reading-group approach to teaching reading or the other, who used a whole-language, ungrouped thematic approach to teaching reading.

Using an independent t test, results were measured for students on scores for the Stanford Achievement Test. Students who were taught by the teacher trained in whole language had significantly higher mean scores on all three reading subtests of the Standard Achievement Test than those students taught by the traditional approach ( $p < .05$ ).

Implications of the study indicate that more teacher training in the area of whole language and the implementation of such a reading program could have a significant impact on raising reading scores for elementary students.

**1:00 p.m. - 1:50 p.m. A NEED AND METHOD FOR WORK ETHICS EDUCATION: THE MATTER OF ATTITUDE (Symposium).....Bayou Jean Lafitte II**

**Organizer:** K. Brent Askins, Western Kentucky University

**Presenters:** K. Brent Askins and Brenda K. Stallion, Western Kentucky University

The Georgia Department of Technical and Adult Education's Work Ethics Program responds to the need of business and industry by promoting employability skills in the students attending state postsecondary institutes. Similar programs are operating around the country with similar success. It has been stated that as many as 85% of the people who lose their jobs do so not because of a lack of technical skill, but because of poor job performance or work habits. Another study concluded that 80% of employers' primary concern with new employees was finding ones with a good work ethic and appropriate social behavior.

Regardless of the technical skills of an employee, the employee that is not on the job, works hazardously or unprofessionally, or lacks the human skills regarding cooperation will likely have problems on the job. While the job will differ, the need for responsible employees will not. Work ethic skills should enhance the marketability of any vocational school graduate. A work ethics grade may well serve as one of the strongest recommendations for employment of a student. Also, a quality work ethics program can attract and has attracted business and industry as the quality of the technical workforce increases.

The target audience for this presentation is any vocational or teacher educator interested in the hows and whys of a functioning work ethics program. While the presentation uses the postsecondary technical institutes work ethics program in the state of Georgia, it will have equal application to other vocational and general liberal education areas in any state.

The purpose of this presentation is (1) to inform vocational and teacher educators about work ethics programs, (2) to demonstrate the feasibility of such a program, and (3) to show the support of business and industry as well as the success of the program within a number of vocational programs.

**2:00 p.m. - 2:50 p.m. STATISTICS (Discussion)..... Bayou Jean Lafitte**

**Presider: Jianlaing Wang, Western Kentucky University**

**Presenters: "PLANNED VERSUS UNPLANNED CONTRASTS: EXACTLY WHY PLANNED CONTRASTS TEND TO HAVE MORE POWER AGAINST TYPE II ERROR"**

**Lin Wang, Texas A&M University**

It is well known by most researchers that planned contrasts have more power against Type II error than do post hoc, unplanned contrasts invoked only after finding a statistically significant omnibus effect. However, few researchers understand the reasons why planned contrasts have more power. The purpose of the present paper is to explain why (and when) planned contrasts derive additional power.

When an omnibus hypothesis involved only two groups, no post hoc test is needed following detection of a statistically significant effect, and, conversely, in such a case only one planned contrast can be selected. In all other cases in which only certain hypotheses are of interest, planned contrasts do have more power. The literature is reviewed with a view toward elaborating why planned contrasts have more power. The basic dynamic involved is that unplanned contrasts invoke a Bonferroni-type correction for experimentwise error rate inflation, and they do so by counting in the correction factor even hypotheses in which the researcher has zero interest and refuses to interpret.

**"ARE THE DATA CLEAN? DATA VERIFICATION PROCEDURES: LOUISIANA AND THE NATION"**

**Bobby J. Franklin, Linda J. Crone, Catherine H. Glascock, and Susan E. Kochan, Louisiana Department of Education**

Virtually every state in the nation has implemented some system of educational performance indicators aimed at monitoring the condition of education. Though such systems are intended to support educational improvement by enabling policymakers to make informed decisions, access to inaccurate or unreliable information is more dangerous than no information at all. Hence, an integral part of the administration of any education indicator system is the development of a comprehensive data verification process that ensures data accuracy.

This paper documents the multistep procedure used by the Louisiana Department of Education (LDE), Bureau of School Accountability, to correct and verify those data that drive Louisiana's statewide school performance indicator program, the Progress Profiles. In addition to documenting Louisiana's verification process, the paper reports the findings of a nationwide survey in which State Departments of Education and U.S. Territories described their data verification procedures. The survey summary findings are categorized by financial and nonfinancial data. Implications and recommendations are also discussed.

**"THE IMPORTANCE OF POWER ANALYSIS: A LITERATURE REVIEW"**

**Regina F. Halpin and Kenneth E. Easterday, Auburn University**

The purpose of this paper is to provide an integrative review of the literature pertaining to power analyses of published quantitative research. Statistical power analysis is the probability that the results from a statistical test will lead to the correct rejection of the null hypothesis.

The misconceptions concerning the importance and significance of statistical power have been debated since the early 1900s. Reviewed were the history of statistical power and the basic findings from post-hoc power analyses conducted on quantitative research in 16 disciplines. The findings indicated that the average power from the post-hoc power analyses of quantitative research was too low to detect a difference in the experimental effects if a difference truly existed. In addition, the power was not being considered or at least not reported in the results. Neglecting the relationships between effect size, sample size, alpha, reliability, and statistical power hinders the effective replication and interpretation of research.

**"A COMPARISON OF THE USE OF CANONICAL CORRELATION ANALYSIS AND ADDITIVE TREES TO INVESTIGATE THE RELATIONSHIPS AMONG ERRORS IN THE DOMAIN OF PROBABILITY PROBLEM SOLVING"**

Ann Aileen O'Connell, Memphis State University

The purpose of the study was to investigate the relationships among types of errors observed during probability problem solving. Subjects consisted of 50 graduate students enrolled in a first course in probability and statistics; 110 specific errors were classified into four main categories: text comprehension, conceptual, procedural, and arithmetic or algebra errors.

Canonical correlation analysis was conducted on the frequencies of specific types of procedural and conceptual errors. Only the first canonical correlation was significant ( $p=.002$ ), identifying two types of conceptual errors and two types of procedural errors that both loaded highly on the first canonical variate. Using another technique, additive trees were fit to the correlation matrix for procedural and conceptual errors. Salient clusters identified in the additive tree corresponded to the results of the canonical correlation analysis. Additive trees were also used to investigate the structure of the correlation matrix for errors in all four main categories.

A comparison of the results of both techniques suggests that hierarchical clustering using additive trees may be more useful for exploring relationships among sets of variables than more traditional multivariate techniques. Implications for future research in this area are discussed.

**2:00 p.m. - 2:50 p.m. INSTRUCTION (Training).....Bayou Teche**

Trainer: **"IMPLEMENTING 'HANDS-ON' LEARNING IN ELEMENTARY CLASSROOMS"**

Kathleen Pittman, Livingston University

The current literature is prolific with research on classroom practice. Teachers are provided with inservice workshops on topics such as "hands-on" learning and cooperative learning. However, teachers are rarely taught how to maximize the value of such techniques and minimize teacher stress when planning and implementing active learning in elementary classrooms.

The purpose of this training session is to provide training in, planning for, and implementing "hands-on" learning in elementary classrooms. An 11-step model for implementation delineating the role of teacher and students in action learning in the content areas is presented. A planning format including organization of material and human resources, motivation of students, and process and debriefing of students are examined.

Participants are to be made aware of classroom factors that prevent or inhibit teachers from providing "hands-on" learning for their students and strategies that will help teachers prepare for instruction. An opportunity for application is provided.

**2:00 p.m. - 2:50 p.m. TEACHER EDUCATION (Discussion).....Bayou D'Arbonne**

Presider: **Larry G. Daniel, University of Southern Mississippi**

Presenters: **"SCORE ENHANCEMENT STRATEGIES FOR HIGH STAKES TEST: WHAT DO PRESERVICE TEACHERS CONSIDER APPROPRIATE?"**

Neelam Kher-Durlabhji and Lorna J. Lacina-Gifford, Northwestern State University

This study focuses on preservice teachers' views on the use of various score enhancement strategies for "high stakes" tests. Data about preservice teachers' views of what score enhancement strategies they are "likely to use" and the strategies they consider "appropriate" are reported.

Data in the form of responses to two close-ended questionnaires were procured from 74 preservice teachers from the fall cohort and 47 from the spring cohort. Data indicated that there is a positive relationship between strategies these teachers are likely to use and their ratings of appropriateness. Preservice teachers' responses indicated that they are unlikely to use strategies that are considered "highly unethical" and are likely to use strategies that are considered "ethical." However, the test preparation strategies considered "unethical" are considered "appropriate" by these preservice teachers and are likely to be used by them.

Either the preservice teachers have not been exposed to the entire continuum of ethical/unethical test preparation activities in the course of their training or their responses are tempered by the "reality of high stakes testing."

Thus, the data indicated an urgent need to incorporate a systematic discussion of issues related to appropriate test preparation practices at both the preservice and inservice levels.

**THURSDAY, NOVEMBER 11, 1993**

**"A COMPARISON OF ACADEMIC PERFORMANCE IN COLLEGE LEVEL TRANSITIONAL COURSES AND THE PRE-PROFESSIONAL SKILLS TESTS"**

Kathleen Atkins, Dave Naylor and Jim Mainord, University of Central Arkansas, and Jim Whorton, University of Southern Mississippi

The purpose of the study was to determine if a correlation exists between performance on the Pre-Professional Skills Tests and academic performance in college level transitional math, writing, and reading courses.

All students who graduated between August 1991 and May 1993 with undergraduate degrees in Special Education served as subjects in the study. Student performance on the Math, Writing, and Reading subtest of the Pre-Professional Skills Tests were compared to corresponding grades obtained in Math 1340, Intermediate Math.; English 1300, Transitional Writing; and English 1301, Transitional Reading. The data were analyzed using SPSS-X, and results are presented in graphic and narrative formats.

The results of the study are discussed relative to the similarities in performance in subject areas as measured by the Pre-Professional Skills Tests and academic grade reports. Implications for teacher training are also discussed.

**"A CHANGE IN PERCEPTIONS OF NON-TRADITIONAL GRADUATE STUDENTS WITH REGARD TO TEACHING AS AN ART OR A SCIENCE"**

Jerry Brooksher Gee, Nicholls State University

Research supports the premise that beginning teachers tend to teach in a manner in which they have been taught. University instructors traditionally possess degrees in Arts & Sciences and foremost utilize "lecture" modes of instruction. The purpose of this study was to measure perceptions of graduate students regarding "teaching" as an art or a science.

Of 38 graduate students enrolled fall, 1992 in an advanced methods class, 69% possessed undergraduate degrees other than in education. Likert-type scales were used to measure degrees of perception. Using chi-square, variance was found to be significant at the .95 level, with larger frequencies of response over ensuing semesters ensuring stability.

Responses of 35 graduate students, at the beginning of the semester, revealed 20% perceived "teaching" as an art, 23% viewed "teaching" as a science, while 57% felt that "teaching" is a combination with a slight emphasis toward science.

Responses of 30 graduates at the conclusion of the semester revealed 13% perceived "teaching" as an art, 7% viewed "teaching" as a science, while the remaining 80% felt that "teaching" is a combination with a slight emphasis toward art.

**"POSITIVE ATTITUDES AFFECT KNOWLEDGE OF AGED AMONG HOME ECONOMICS TEACHERS"**

Debra S. Smith and J. Reid Jones, Delta State University

Home economics classes in the public schools provide one of the major sources of information and attitudes toward aging. The present study replicates and extends a previous report concerning these variables among home economics teachers.

Home economics teachers (N=101) and undergraduate students (N=66) returned usable responses to Palmore's Facts on Aging Quiz and Kogan's Attitudes Toward Old People Survey. Teachers and undergraduates showed a significant correlation ( $r = .41$ ;  $p < .01$ ) between positive attitudes toward aging and knowledge about aging. When teachers were compared to undergraduates, MANOVA showed a significant overall difference (Wilk's Lambda = .9344,  $p < .02$ ). Teachers were shown to have both greater knowledge and more positive attitudes than undergraduates. Descriptive statistics were presented for each of the 25 factual questions and for the 34 attitudinal variables, highlighting other differences between groups. Among teachers, however, means of responses to factual and attitudinal questions show issues that should be a focus for staff development.

2:00 p.m. - 2:50 p.m. CAREER EDUCATION (Discussion).....Diamond A

37

**THURSDAY, NOVEMBER 11, 1993**

**President:** Adriane Robinson, Virginia Tech University

**Presenters:** "AWARENESS, COMPREHENSION, AND USE OF CREDIT CARDS BY SOUTHERN REGION COLLEGE STUDENTS"

Martha E. Bradshaw and Mary Jean Evers-Lush, Southeastern Louisiana University

The purpose of this study was to determine whether U.S. Southern Region college students are knowledgeable consumers and users of credit cards and whether they study consumer credit in their classes.

A 24-item questionnaire was used to collect data. Questionnaires were mailed to 21 college of business professors throughout the southern region. The professors administered the questionnaires to students in one of their business classes. Nineteen professors (91%) returned their students' responses (n=496). Frequencies and percentages were computed. Based on an analysis of 100 questionnaires, major findings indicate that 55% have three or more credit cards, 86% charge from \$0-\$200 monthly, only 29% pay in full each month, and 19% have had a credit card canceled for nonpayment. In addition, most students indicated that they had not received any formal education about credit.

Because students had a tendency to pay less than the full monthly credit balance and admitted that they had no formal credit education, colleges and high schools should include consumer credit units in their curricula and might consider offering financial counseling to students who want it.

"CAREER EDUCATION AND ITS EFFECTS ON NINTH GRADERS IN RURAL MISSISSIPPI: A SECOND LOOK"

Carol A. Sprabery, Mississippi State University-Meridian

The ninth grade is difficult for most students and can be catastrophic for at-risk students. The literature demonstrates career/vocational skills are necessary for a successful entry into the job market. The purpose of the study was to build on the previous year's career education study at Kemper County High School. The 1991-92 study established that career education made a difference in career attitudes of ninth graders.

Because of the lack of a quality research design due to the limitation of subjects, two additional high schools with similar demographics as Kemper County High School were included in the study as control groups. Both schools did not receive the career education for the 1992-93 school term. The Kemper High School received the same career education given to the 1991-92 ninth graders.

The questionnaire was given to all high schools as a pretest in the fall and a posttest in the spring of the 1992-93 school year. Analysis of variance revealed a significant difference ( $p < .05$ ) among the three high schools and the need for career education in rural areas.

"THE IMPACT OF EXTERNAL DEGREE OPPORTUNITIES ON COMMUNITY/JUNIOR COLLEGE TRANSFER STUDENTS"

Abraham Andero, University of Southern Mississippi

The major purpose of the present study was to examine the effects of different baccalaureate degree programs on associate degree transfer students.

The subjects comprised the associate degree transfer students to the University of Southern Mississippi earning a baccalaureate degree between 1984 and 1987.

Two hypotheses were developed and tested based on the impact of external degree opportunities on community/junior college transfer students. Data for this study were collected by survey questionnaire from the university graduates who were associate degree transfer students earning a baccalaureate degree between 1984 and 1987 concerning their perceptions of their baccalaureate programs and employment since graduation.

The data from the graduates' responses to the survey questionnaire were primarily descriptive. Cross-tabulations and chi-square tests were used to test the two stated hypotheses. The .05 level of significance was used as the basis for acceptance and rejection of each hypothesis.

Results indicated significance in the two hypotheses, and they were rejected. The rejected indicated that there is a great impact of the baccalaureate degree on their increased opportunities for continued growth in earning potential.

**"PRINCIPAL REPORTS OF VIOLENCE IN SCHOOLS AND NEED FOR A VIOLENCE PREVENTION PROGRAM"**

John M. Enger and D. Lynn Howerton, Arkansas State University

Elementary, middle/junior high, and high school principals throughout eastern Arkansas were surveyed about violence in their schools and the need for a violence prevention program. From an initial mailing to 292 principal, 142 (48.6%) of the questionnaires were returned.

At least 50% of the principals reported situations that occurred with some or greater frequency over the past three years. Fights were most prevalent, followed by incidents involving alcohol/drugs, then confrontations with school personnel. The primary sources of the principal's awareness of acts of violence were from the principal's own observation, teachers, and students.

The proportions of principals identifying a need for a violence prevention program at the elementary, junior high, and senior high school levels were 88%, 97% and 98%, respectively. They also perceived the need to be greater at junior and high schools than at elementary schools, and greater for males than for females.

Principals preferred a violence prevention program in a class (61%) more so than sponsored by an agency outside the school (37%) or as an extracurricular activity (14%). Middle/junior high school principals expressed more interest in a violence prevention program than did high school principals. Nearly all of the principals (97%) reported a need for an inservice program on violence prevention for teachers.

**2:00 p.m. - 2:50 p.m.    TEACHER INTERNSHIPS: PERCEPTIONS OF VARIOUS GROUPS  
(Symposium)..... Bayou Jean Lafitte II**

**Organizer:**                    Judith A. Boser, University of Tennessee

**Presenters:**                "OVERVIEW"  
                                 Thomas W. George, University of Tennessee

Teacher preparation programs have been the target of change for several years with the goal of improving the quality of classroom instruction. One approach to this problem has been to increase the amount of field-based experiences during the preparation program to a year-long internship.

The University of Tennessee at Knoxville (UTK) first initiated a year-long internship in 1985-86 for prospective teachers as part of an externally-funded program for a small group of select individuals. At present, almost all teachers preparing for initial licensure at UTK are required to complete an internship. Other changes have also occurred in this time period that have affected the quality and enrollment of students in teacher preparation programs. The subsequent papers present results of evaluation data from various groups associated with the internship in 1992-93 .

**"MENTORING TEACHERS AND INTERNS"  
Patricia Davis-Wiley, University of Tennessee**

As part of the internship program, a university faculty member is responsible for several interns at a single school site, whenever possible. A mentoring teacher in that school serves as the lead individual for that site and coordinates the efforts of the supervising teachers to whom the interns are assigned. The role of the university faculty member becomes primarily one of coordination rather than mentoring and providing evaluative feedback. One means of accomplishing this coordinating role is for the faculty members to meet regularly with interns (as a group) and also with the teachers (as a separate group) in addition to responding to individual requests for assistance.

**"PRINCIPALS OF INTERNS"  
Mary Kay Bordner, University of Tennessee**

The school principals who have contact with interns are in an excellent position to compare interns with teacher candidates who are in student teaching programs. The interns are in the schools for a full school year, allowing more time for the principals to become aware of their capabilities. More specifically, as part of the Tennessee internship requirements by the State Department of Education, the intern must be evaluated three times by school system personnel (which usually includes the school principal).

**THURSDAY, NOVEMBER 11, 1993**

**"RECRUITERS FROM SCHOOL SYSTEMS"**

Lynn Cagle and Thomas W. George, University of Tennessee

Those individuals from public school systems who interview prospective teachers for possible employment in their systems are in a unique position. They can make comparisons among teacher preparation programs from the various institutions they visit. Forty-three of the 50 recruiters who visited the UTK campus for teacher recruitment week in the spring of 1993 participated in a mail survey regarding the effect of the internship program on the teacher candidates and their employability.

**2:00 p.m. - 2:50 p.m. LANGUAGE (Discussion).....Bayou Jean Lafitte III**

**Presider:** Glenda Holland, Northeast Louisiana University

**Presenters:** "RESEARCHER AND PRACTITIONER PERSPECTIVES ON KNOWLEDGE CONSTRUCTION IN A WRITERS' WORKSHOP"

Catherine H. Randolph, Peabody College, Vanderbilt, and G. Holly Martin, Eakin Elementary School (TN)

This project involved the ethnographic study of three sections of an upper-elementary school writing class. The study explored the relationship between classroom interaction and learning to write in a classroom where a writers' workshop model was in use. Data were collected through daily participant observation during one complete school year, including collection and analysis of field notes, audio tape, and documents such as student writing and teacher handouts.

The presentation focuses on one recurring activity, known to participants as "Generating Characteristics." Students and teachers drew on previous experiences with print to create definitions that served as the curriculum for each writing unit. The activity illustrates several propositions about life in this writers' workshop: classroom activities carry messages that serve to establish rules for what counts as knowledge; rules for what counts as knowledge and roles teachers and students play are interrelated and interdependent; in writing class, learning occurs through active participation in knowledge construction; and learners include both teacher and students, who participate collaboratively in generating and communicating knowledge.

The discussion session includes both researcher and practitioner perspectives on the Generating Characteristics activity and its theoretical and practical implications for writing instruction.

**"ROLE PLAYING IN FOREIGN LANGUAGE TEACHING: AN APPLICATION IN AN ELEMENTARY CHINESE CLASS"**

Binyao Zheng, Memphis State University

The purpose of the study was to determine the effect of role playing in foreign language teaching. Concerns about role playing as a teaching model included the relationship between language and social interaction, language and culture, practical procedure, and student achievement. Program results were obtained from an elementary Chinese language class of 13 students at Memphis State University, who adopted role playing for classroom learning and oral presentations for mid-term and final examinations.

Qualitative analyses were conducted on the mid-term and final oral exams. Results indicated that role playing increased active learning and stimulated language acquisition, as evidenced by improvement in pronunciation, intonation, the use of words, and integration of topics.

The positive effect of role playing was reflected in students' interest in continuing with their study in an intermediate Chinese course. Student feedback indicated the following contributors to the positive effect of role playing: real life situation, enjoyable learning atmosphere, opportunity to work with peers, and the drive for creativity.

**"THE EFFECT OF CHANGING A PROFESSIONAL EDUCATIONAL PROGRAM ON NATIONAL TEACHER EDUCATION TEST SCORES"**

Warren A. Land and Elizabeth R. Land, Mississippi State University

This study was directed toward determining the effect of changing a professional educational

program on national teacher education test scores. Specifically, there will be no significant difference between the National Teacher Examinations scores of the students who were taught through the use of a traditional undergraduate professional educational program and a modified undergraduate professional educational program.

A statewide educational reform act brought about the modified undergraduate professional educational program. In addition to other mandates, the reform act required graduates to pass the NTE. The modified program also represents a commitment to continue to find ways to improve the education of teachers.

The subjects for this study were 862 undergraduate students for whom complete and usable data were available. Of this group, 227 students completed the traditional program, and 635 completed the modified program. NTE scores and personal data were used to secure information for the study.

When the NTE scores of the two groups were compared, no significant difference was observed between them at the .05 level. Even though the difference between the groups was not significant, the scores for the modified group were slightly higher than those for the traditional group.

**"AN ANALYSIS OF CAI DOCTORAL DISSERTATIONS: 1987-1992"**

Kwoting Fang, Mississippi State University

The purpose of this study was to highlight trends about the types of modes, research methods, and statistical procedures used in computer assisted instruction (CAI) dissertations.

A 14-item summation chart was used to categorize the characteristics found in the 322 CAI dissertations from 1987 through 1992. The following items were used in the categorization of dissertations: year, geography, academic area, degree, mode, beneficiary, trust, research method, number of statistical technical, effective size and power, assumption test, sample size, alpha, and statistic procedure use.

The major findings of each item were as follows: year - 1989 (19.6%), degree - Ph.D. (52.2%), geography - south (35.7%), academic area - Technology (26%), mode - tutorial (72.7%), beneficiary - college students (33.5%), trust - analysis (47.5%), research method (a) method of data collection - survey (75.8%), (b) researcher's ability to manipulate variables - experimental (62.1%), (c) time dimension - cross-sectional (51.2%), (d) purpose of study - causal (59.9%), number of statistical technical - one (61.5%), quantitative - yes (81.9%), effective size and power mention - no (97.8%), assumption test - random (83.8%), average sample size - 193, alpha level - 0.05 (68.3%), and statistic procedure - basic procedure (56.7%).

Doctoral dissertations provide the major contributions to the specific field. Therefore, it is beneficial for researchers to highlight some of the research trends, identify some symptoms of the problems, and find some of the challenges that they will face in the CAI doctoral dissertation.

**3:00 p.m. - 3:50 p.m. ACQUIRED IMMUNE DEFICIENCY SYNDROME: THE PROBLEM AND A SOLUTION (Symposium).....Bayou Jean Lafitte**

**Organizer:** Glennelle Halpin, Auburn University

**Presenters:** "STOP HIV/AIDS"  
Glennelle Halpin, Auburn University

"PROGRAM EVALUATION"  
Gerald Halpin, Auburn University, and Joyce Moore, Alabama State Department of Education

Acquired Immune Deficiency Syndrome (AIDS) is a fatal condition. Thousands of people in the United States have been diagnosed as having AIDS, and an estimated 1 million people are infected with the human immunodeficiency virus (HIV) but have not yet developed AIDS.

There can be no doubt that AIDS represents a serious public health problem. The extent of the problem and its etiology are the focus of the first presentation in this symposium: AIDS -- Cause and Origin.

AIDS is preventable, and education is the most forceful means available for controlling the spread of this disorder. The literature suggests that the most effective educational programs are those that facilitate changes in behavior. Needed is a prevention and intervention program that exerts a positive and significant effect on knowledge, attitudes, and, most importantly, on behavior of young people. Featured in the second presentation in this symposium is such a program: STOP HIV/AIDS.

The ultimate goal of the program developed is to decrease risks among young people of contracting HIV and, subsequently, AIDS. Enabling objectives are (1) to help assure that young people

**THURSDAY, NOVEMBER 11, 1993**

understand the nature of HIV/AIDS and know how to prevent infection, and, more importantly, (2) to equip them with behavioral strategies or skills that they may employ so that they do not contract the deadly disease.

The effectiveness of the program in achieving these objectives is the focus of the third presentation in this symposium. Audience discussion and review of the curricular materials are encouraged.

**3:00 p.m. - 3:50 p.m. RESEARCH METHODOLOGY (Discussion)..... Bayou Teche**

**Presenter:** Gloria D. Richardson, Mississippi State University-Meridian

**Presenters:** "INTERPERSONAL SPACE RECONSIDERED: A PILOT STUDY"  
Suzanne B. Huffman, Memphis State University

This study explored multidimensional scaling of role construct repertory grid (repgrid) data in a cooperative research context. The majority of Personal Construct Psychology studies employ some form of the repgrid; statistical procedures based on factor or cluster analysis are widely used. The study employed multidimensional scaling because of (1) its adaptability to the theoretical framework, (2) its capacity for dealing with missing data, and (3) the ease of interpretation. The cooperative research model was used to acknowledge the data collector and contributors as construing persons.

The data contributors were four graduate students, who submitted repgrids for analysis. The multidimensional scaling plots were returned to the data contributors; they were asked if the plots validated their own existential reality. This was an interactive process, with data contributors providing feedback as transformations and specifications were refined.

Multidimensional scaling was found to yield a high degree of existential reality, conducive to extended qualitative inquiry. An additional finding was the benefit of the cooperative model in piloting innovative data collection and analysis. The primary conclusion drawn from the initial exploration was that this methodology may have applicability in a broad range of research problems in education.

**"USING THE 'JACKKNIFE' TO EXPLORE THE GENERALIZABILITY OF MULTIPLE REGRESSION RESULTS"**

Kim Riggs, Texas A&M University

Researchers have increasingly realized that statistical significance tests are of essentially no utility in evaluating the replicability of results. Thus, researchers have generated various logics (e. g., cross-validation, jackknife, and the bootstrap) to gain some insight regarding the likely replicability of their results. The present paper explains the jackknife and its use in the context of a commonly used analytic method, multiple regression analysis.

The jackknife logic has been developed primarily by Tukey and his colleagues. The jackknife explores the stability of results over various configurations of subjects. Small data sets are employed in the paper to explain the logic in a concrete, understandable manner. The method can be implemented with commonly available software packages; specialized software is not required.

**"IT IS INCORRECT TO SAY, 'THE TEST IS RELIABLE': A REVIEW OF WHAT RELIABILITY IS WITH EXAMPLES OF HOW MISSPEAKING CAN LEAD TO INACCURATE RESULT INTERPRETATIONS"**

Roderick Hertzal, Texas A&M University

Researchers frequently speak about the "reliability of the test (s)" they use in research. Of course, it is incorrect to say that a test is reliable. Reliability is a characteristic that applies to scores or to data, and not to tests as such. This common way of sloppy misspeaking may not be so serious except that it can also lead to sloppy thinking. The implications of sloppy thinking about what reliability is are explored.

The paper explores the nature of score reliability. Examples of both journal articles and dissertations illustrating this common way of misspeaking are presented, and the consequences of this imprecision are explored in the context of these studies. In this, as in some other areas of research, it is important to say exactly what we mean, and to behave accordingly. Otherwise, the interpretations we make based on our data may be invalid.

**"THE UNNUMBERED GRAPHIC SCALE AS A DATA-COLLECTION METHOD: AN INVESTIGATION COMPARING THREE MEASUREMENT STRATEGIES IN THE CONTEXT OF Q-TECHNIQUE FACTOR ANALYSIS"**

Bruce Thompson, Texas A&M University, and Bruce Dennings, Private Practice

Most researchers recognize that score variance is what determines the score reliability. More score variance usually leads to greater score reliability, which is why longer tests are usually more reliable. There are many ways to increase score variance, including making one's sample more heterogeneous, adding test items, or adding choices to the item-response pool.

With respect to attitude measurement, it is well known that adding one more response alternative (e.g., converting a "Yes/No" response format to a three-point Likert scale) tends to increase score variability and score reliability, but that each additional response choice adds less and less to score variance/reliability. However, too many response alternatives can create an overwhelming cognitive burden that undermines score integrity.

The unnumbered graphic scale has been proposed as one possible vehicle to present more response alternatives without cognitively overwhelming subjects. The present study investigated the utility of this response format. Data were collected using three response formats with each of our subjects: (a) five-point Likert scales, (b) structured Q-sorts, and (c) unnumbered graphic scales. Both reliability and factor structures were compared across the three data collection strategies to investigate the measurement artifacts of each of the three strategies.

**3:00 p.m. - 3:50 p.m. CURRICULUM INSTRUCTION (Training)..... Bayou D'Arbonne**

**Trainers: "THE ART OF SOLUTION-FINDING: MANAGING THE PROBLEM-SOLVING CURRICULUM"**

Lucinda H. Rose and Vincent R. McGrath, Mississippi State University

The training session is aimed at teachers who wish to know more about problem-solving concepts and instructional methods. The focus is on the processes and methods involved in problem-solving activities in the classroom. Emphasized are the factors that affect learning in students as they confront novel situations or activities. Participants that consider how the act of contributing and the resultant process of negotiations in solving problems affect students' personal understandings for validity, coherence, and relevance.

The session leaders will provide exemplar problems appropriate for and transferable to other contexts. Participants will work through a problem and then discuss the process. They will then share strategies and procedures, create "problem banks," and discuss how problem-solving can be incorporated into the curriculum. This activity is important for teachers beginning the task of moving towards a problem-solving approach in their classrooms, considering ways for assessment, and becoming concerned about policy implications.

**3:00 p.m. - 3:50 p.m. TEACHER EDUCATION (Discussion)..... Diamond A**

**Presenter: Jeffrey Gorrell, Auburn University**

**Presenters: "CREATING THE REFLECTIVE PRACTITIONER: SOURCES AND CAUSES OF STUDENT TEACHER DEVIATION FROM PLANNED LESSONS"**

Jimmy Carl Harris and Stella Brown Wear, University of Alabama

The purpose of this study was to investigate the recall, sources, and causes of student teachers' deviations from their planned lessons. This is of particular interest to the reflective practitioner dedicated to using past experiences in improving future performance.

The subjects were 15 student teachers at two southeastern public universities. An instrument was devised to record deviation from planned lessons in terms of who initiated the deviation, the nature of the deviation, the reason for the deviation, and the number of deviations recalled without the aid of stimulation.

Analysis showed that student teachers were more likely to remember their own deviations than deviations initiated by students. Causes of deviations were grouped into four categories: clarification, discipline, scheduling, and other. Clarification was found to account for 54% of the deviations (t=4.598, df=14,

**THURSDAY, NOVEMBER 11, 1993**

p<.001, two tailed).

The researchers determined that a wealth of useful information is available to the reflective practitioner who employs techniques designed to give a full and accurate picture of teaching experiences. Stimulated recall is especially useful. Student teachers must be taught to gather data on their own experiences, then use it to improve their teaching.

**"DEVELOPING A TEACHERS' PORTFOLIO IN A UNIVERSITY METHODS COURSE: STUDENT REACTIONS TO THE PROCESS"**

Nancy H. Barry, Auburn University

This study examined education majors' reactions to developing a teachers' portfolio. Fifty students enrolled in elementary music and related arts methods courses were required to develop a teachers' portfolio in conjunction with laboratory teaching experiences. The portfolio format was piloted with previous classes and consisted of a philosophy statement, self evaluation, informal journal, bulletin board ideas, lesson plans, and other teaching materials selected by the students. Based on a literature review, a questionnaire was developed to obtain students' reactions to the portfolio process. Students were asked to complete the questionnaire and return it anonymously.

Forty-nine questionnaires were returned. Responses were tabulated, and frequencies and percentages were calculated. Most students (98%) indicated that the process was a valid substitute for a written examination and that the self evaluation required the most reflection (77.6%). Lesson plans were regarded most valuable for future use (85.7%). While student reactions to the portfolio process were highly favorable, it is important to address the frustration that some students expressed. Future studies must investigate ways to help education students develop the type of decision-making skills and autonomy necessary to approach this type of process with confidence.

**"LOCUS OF CONTROL AS A PREDICTOR OF REFLECTIVE THINKING IN PRESERVICE TEACHERS"**

Janet Lynn Norton, Educational Consultant, Tuscaloosa, Alabama

The purpose of this study was to examine reflective thinking in 12 preservice teachers as it related to locus of control. Empirical values of the independent variable were obtained through the Locus of Control Scale for Teachers, while measures of the dependent variable, reflective thinking, were determined through analysis of weekly journals using the Pedagogical Language and Conceptual Development Taxonomy of Teacher Reflective Thought.

Limited previous research suggested a strong, positive correlation between locus of control and reflective thinking. Results from a series of regression models indicated locus of control was, during the fifth week of the semester, a significant predictor of reflective thinking. However, it was not a consistent significant predictor of reflective thinking throughout the semester.

Comments from participant interviews suggested a much stronger relationship between the two variables. For these first-year veterans, reflective thinking and an internal locus of control were closely related and considered essential characteristics of an effective teacher. Furthermore, from their perspectives, locus of control was, indeed, a significant predictor of reflective thinking.

**3:00 p.m. - 3:50 p.m. EVALUATION (Discussion)..... Bayou Jean Lafitte II**

President: William A. Spencer, Auburn University

Presenters: **"VALIDATING INSTRUCTIONAL HYPERMEDIA FOR ELEMENTARY MATH TEACHER PREPARATION: A THREE-YEAR EVALUATION CASE STUDY"**

Gray Prewitt, Mary Michael Campbell, and Susan A. Tucker, University of South Alabama

This session shares the results of a three-year National Science Foundation-funded case study of field testing and evaluating hypermedia materials for use in elementary mathematics teacher preparation methods courses. Conducted from 1991-1994, this phenomenological case study represented a synthesis of

perception-oriented models (Erickson, 1988; Kunkel & Tucker, 1977; Stake, 1982; and Yin, 1989). Both qualitative and quantitative data sources were used. The population pool included 20 teacher educators, 15 inservice center trainers, and 11 local and two state education administrators. Developed at Vanderbilt University, the materials were piloted for validation by a consortium of three universities and eleven inservice centers.

Major learnings include (1) strategies to enhance the developmental sequence of math teacher training in technologies, (2) identification of motivational factors for teacher educators and how training best incorporated these motivations, (3) design recommendations for future replications of effective training strategies, and (4) identification of significant LEA, IHE, and SEA policy issues that emerged.

The case study also addresses the result of a secondary provision to provide seed grant to teacher education faculty who wish to develop their own hypermedia instructional materials for use with preservice or inservice mathematics teachers.

**"THE EVALUATION OF THE SPECIAL ALTERNATIVE INSTRUCTION PROGRAM  
MISSISSIPPI BAND OF CHOCTAW INDIANS"**

Mandy Walters, Mississippi Band of Choctaw Indians, and Jim C. Fortune and Abbott L. Packard, Virginia Polytechnic University

The Choctaw Alternative Instruction Program has its roots in two tribal efforts to improve their schools. The first effort was a bilingual education effort that focused on improved English in the early elementary grades. More than 80% of the tribe are fullblood and 84% of the tribe speak the Choctaw language (Fortune, 1990). The Choctaw language was once a written language, but currently persists as an oral language.

The second was a curriculum implementation effort designed to put into use a curriculum designed specifically for the reservation setting. In 1983 the tribal leaders commissioned an indepth study of the educational system to try to learn why the students were not performing. The inquiry found low achievement scores, a high dropout rate, low educational attainment, lack of success in higher education, parental reports of lack of school cooperation, and a limited curriculum. This paper reviews the evaluation methodology and reports the results of this evaluation in the following areas: accountability, effectiveness, and impact of the program. Results show that the new curriculum is being taught and that Stanford achievement test scores are higher. The dual role of the specialist will be discussed.

**"A COMPARISON OF TWO METHODS OF TEACHING ENGLISH THROUGH  
WRITING VS. THE TRADITIONAL BASAL APPROACH"**

Betty P. Holcombe and Aubrey W. Shelton, Mississippi State University

This research was conducted to determine if there were differences in achievement scores in English when one group received instruction using writing as the mode of instruction and one group was taught English through the traditional basal approach. The problem will be to determine if there are differences in (1) English Achievement and (2) reading achievement as measured by the Stanford Achievement Test, Eighth Edition, between two groups when using two different methods of instruction.

The study was based on 80 ninth-grade students, 40 subjects in the control group and 40 subjects in the experimental group. The students were pretested in April 1992 and posttested in April 1993. Both groups received the same amount of instructional time. An analysis of variance was used to determine if differences existed between the two groups, and no statistical differences were found.

**"A SEMIOTIC CHECKLIST FOR EVALUATING INTERFACE METAPHORS IN  
INSTRUCTIONAL HYPERMEDIA"**

Martin Tessmer and Susan A. Tucker, University of South Alabama

Recent studies (Palumbo & Lidwell, 1992) suggest that varying interfaces can yield vastly different results in student learning. Also, the use of prototypes in the instructional design process enables in "early and often" evaluation into the interface's transparency, forgiveness, metaphors, and informativeness (Tessmer, 1993). For example, metaphors allow users to mentally bridge between the unknown of program structure content and their own prior knowledge.

This paper explores the hitherto unexamined area of evaluating the quality or type of interface

metaphors in instructional design--a role that is vital to facilitating hypermedia usability and knowledge construction. Rauden and Johnson (1989) suggest two questions where metaphors are used: (1) Are they made explicit, and (2) If they are only applicable to certain parts of the system, is this made explicit? The authors have developed a semiotic evaluation checklist to create more specific guidelines for evaluating interface metaphors in three areas: cognitive, physical/structural, and affective/motivational. Semiotics offers instructional designers and evaluators an approach for reviewing metaphors that is holistic, respects system complexity, and fosters features synthesis. After presenting the checklist, the authors share strategies for implementing the checklist and the results of two formative evaluations using the checklist with hypermedia development projects.

**3:00 p.m. - 3:50 p.m. SCIENCE/GENDER ISSUES (Discussion)..... Bayou Jean Lafitte III**

**President:** Michael D. Richardson, Clemson University

**Presenters:** "STRESS AMONG SPECIAL EDUCATION TEACHERS IN VARIOUS PROGRAM ARRANGEMENTS"

S. John Ohringer and Bernice N. Crowell, Mississippi State University

According to the Office of Special Education, the attrition rate in special education is three and one-half times higher than that found among regular teachers. One rationale for this high attrition rate is high levels of stress among special education teachers. The purpose of this study was to determine the level of stress exhibited among special education teachers in various program arrangements in serving varying exceptionalities, including specific learning disabilities, specific learning disabilities and mentally retarded (combined), three exceptionalities (combined), and speech/language. One hundred fifty questionnaires determining stress factors were mailed out to randomly selected special education teachers from various program arrangements in Mississippi. The names and addresses were compiled from a master list obtained from the Mississippi State Department of Education. Ninety-six questionnaires (64%) were returned.

An analysis of variance was used to determine significant differences in stress levels from the various special education program arrangements. No significant differences in levels of stress were noted between the four groupings. Apparently, the program arrangements to accommodate various exceptionalities is not related to levels of stress. However, it may be of interest that speech language pathologists reported the highest stress level, while SLD classroom teachers reported the lowest.

**"A PRESERVICE TEACHER'S INTERACTIONS WITH MALE AND FEMALE KINDERGARTEN STUDENTS"**

Judy Ann Hale, Mississippi State University

The purpose of the study was to determine if a kindergarten preservice teacher interacts with male and female students differently. The number of interactions was measured with questions, answers, rewards, and directions that were given to either a male or female. The data were collected by observing and tape-recording a kindergarten classroom for a 30-minute time frame. All comments were counted. Only when the teacher spoke to the entire class or to a mixed group of males and females were the comments not counted.

The chi-square goodness-of-fit test was chosen to analyze the set of observed frequencies against frequencies that were expected on the basis of an a priori model. The two categories tested were males (n=10) and females (n=10). The alternative hypothesis stated that the proportions of teacher interactions were not equal.

Results indicated that the distribution of frequencies did not "fit" the distribution in the general population when samples were compared to females,  $X^2(1, N = 49) = 25.000, p = .000$ . The evidence indicated that the preservice teacher interacted with male and female students differently.

**"THE YOUNG MEMPHIS SCHOLAR PROGRAM: A DESCRIPTION OF THE FIRST YEAR OF A SUMMER ENRICHMENT PROGRAM IN MATH AND SCIENCE FOR MINORITY HIGH SCHOOL STUDENTS"**

Mark T. Barisa and Carolyn Holland, University of Tennessee, Memphis

Results of surveys and studies suggest that too few African-American and female students aspire to and achieve doctoral degrees in biological sciences. It has also been suggested that gender and racial

inequities exist in teaching and research faculties in higher education, especially in the biomedical sciences. Thus, few role models are available to encourage young students to seek courses or careers in these fields.

The Young Memphis Scholar Program (YMSP) is a joint venture between the University of Tennessee, Memphis and the Memphis Challenge Program with a threefold purpose: (1) to act on Memphis' responsibility to educate its young, (2) to provide a challenging and rewarding employment experience that will encourage the students to stay with and become leaders in the sciences, and (3) ultimately to instill in these students a commitment to become part of the future leadership of Memphis.

The primary goal of the YMSP is to prepare and motivate African-American students, especially women, for study in science, mathematics, or engineering. The current paper is a description of the first year of the YMSP including program activities, curriculum, student descriptions, schedule, student evaluations of the program, goals and objectives, and future directions of the YMSP.

**"A MODEL PROGRAM FOR STAFF DEVELOPMENT IN ENVIRONMENTAL SCIENCE"**

Henry Outlaw, David Heflin, James Steen, Steven Clark, and Billy G. Tatum, Delta State University

A unique program of staff development was described that combined live-in environmental experiences, critical thinking exercises, and individual teacher projects. Support for the workshop came from NASA, the Crow's Neck Environmental Center, and a rural southeastern university. Teachers had to pay \$100 out-of-pocket, primarily to defer living costs at the environmental center.

An interdisciplinary seminar allowed five faculty with different specialties to work with teachers on environmental science topics and critical thinking. Individual projects were designed by teachers for classroom use when they returned to their respective schools. Projects described included (1) An Environmental Evaluation of the School Campus, (2) Flight Patterns of Hummingbirds, and (3) Relationships between Geology and Archeology.

The content and format of the workshop was extremely attractive to teachers as evidenced by teacher journals and by the fact that 15 teachers had to be turned away because of the lack of space. There was already a waiting list of 20 teachers for the next offering of this course, despite the availability of other workshops where all expenses and a stipend were paid. Following a description of the program and the Crow's Neck Center, authors discuss similar opportunities and funding for teachers in the Mid-South region.

**4:00 p.m. - 4:50 p.m. RESEARCH METHODOLOGY (Discussion)..... Bayou Jean Lafitte**

**Presider: Vernon Gifford, Mississippi State University**

**Presenters: "CONFIRMATORY FACTOR ANALYSIS WITH LISREL: A PRIMER"**

**Marie Slimak, Texas A&M University**

Researchers have long considered factor analysis to be a critical look that can be used to evaluate construct validity. In fact, historically, some researchers used the terms "factorial validity" as a synonym for construct validity, or recognized it as a special case of construct validity. Many researchers use exploratory factor analytic methods to explore construct validity. However, these methods do not directly test theories or models.

The present paper explores the use of confirmatory factor analysis. The paper is a primer on issues associated with these applications. Small data sets and related LISREL commands are presented to make the introduction to these methods concrete and user-friendly.

**"COLLABORATIVE RESEARCH: THE NEW KID ON THE BLOCK"**

**Jim C. Fortune and Abbott L. Packard, Virginia Polytechnic Institute and State University**

The question was brought forward at a national conference on education, Does action research drive collaborative research or vice versa? This paper seeks to examine definitions and investigate the structure of action and collaborative research to trace their development and their similarities.

**THURSDAY, NOVEMBER 11, 1993**

The definition of collaborative research was stated well by Noffke (1992) as "practitioners being involved in the study of their own practices." The definition of action research, by Carr (1986), "is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their practice, their understanding of these practices, and the situations in which the practices are carried out."

The papers collected from the AERA conference that mentioned collaboration were categorized into models of collaborative research. Some of the models included were teacher/researcher, teacher/student, and teacher/teacher. A brief overview of these papers adds to the suggestion of collaborative research being contained within the action research model. Are collaborative and action research synonymous?

**"THE IMPORTANCE OF STRUCTURE COEFFICIENTS AS AGAINST BETA WEIGHTS IN REGRESSION RESEARCH: COMMENTS WITH EXAMPLES FROM THE COUNSELING PSYCHOLOGY LITERATURE"**

John Bowling, Texas A&M University

OVA methods have traditionally been among the most commonly applied analyses within the social sciences. However, more recent empirical studies of actual research practice demonstrate that general linear model methods, such as regression, have become increasingly popular. The present paper explores issues related to the interpretation of regression results, with illustrations drawn from studies in the counseling psychology literature.

The focus of the paper is on the interpretation of structure as against only beta weights. It is argued that the interpretation of results based solely on beta weights can lead to entirely erroneous conclusions regarding the importance or the relevance of predictor variables. In general, both beta weights and structure coefficients must be interpreted in order to reach valid conclusions.

**"EFFECTS OF AN INFERENTIAL TECHNIQUE ON RESPONSES TO SENSITIVE QUESTIONS"**

Charles W. Davidson, University of Southern Mississippi

The purpose of the study was to determine the effects of an inferential technique on responses to socially stigmatizing questions in a telephone interview. Over 500 persons were questioned on their use of alcohol and drugs. The interviewees in one group were assured that the interview was confidential, anonymous, and that their telephone numbers were selected at random. The subjects in the second group were additionally asked whether they were left-handed or right-handed in an early question. Later in the interview the subjects were instructed to think of a friend and whether the friend was left-handed or right-handed, but to reveal neither the friend's name nor handedness. If the friend were left-handed, then the subjects were to tell the truth for all subsequent questions. Only the last question was highly sensitive. If the friend were right-handed, then the subjects were to lie for all subsequent questions. The extent of handedness in the population as determined in the earlier question allowed the extent of drug use and abuse to be ascertained.

Significant differences in responses were found between the two methods. The inferential technique holds promise for obtaining valid data from sensitive questions.

**4:00 p.m. - 4:50 p.m.    TEACHER EVALUATION (Discussion)..... Bayou Teche**

**President:                    Frank L. Giles, Jackson State University**

**Presenters:                "PERCEPTIONS OF PRESERVICE TEACHERS' PROFESSIONAL KNOWLEDGE AND ANTICIPATED OUTCOMES OF AN URBAN TEACHER EDUCATION PROGRAM"**

**Leroy Kemp, Vivian Taylor, Franklin Jefferson, and Pearl Vincent, Jackson State University**

This study examined the relationship between preservice teachers' perceptions of the professional knowledge base and the anticipated program outcomes. Theorists argued that a high correlation should exist

**THURSDAY, NOVEMBER 11, 1993**

between preservice teachers' perceptions and anticipated program outcomes.

The sample consisted of 33 freshmen, 39 sophomores, 95 juniors, and 82 seniors enrolled in preservice teacher education courses at an historically black university. A pre-post design was used. An inventory of professional knowledge was administered at the beginning and end of the semester. The Krushal-Wallis Test was used to analyze the variance in students' perceptions among the four courses. Pre-post test relationships were analyzed using the Pearson Product-Moment coefficient to determine the correlations between pre- and posttest variables.

Higher pre-post correlations existed within each of the five courses in contrast to lower correlations across different courses. Across all 50 professional knowledge base variables, the highest mean rank pretest score was 148 and 168 for the posttest score, in contrast to the anticipated score of 200.

#### **"MINORITY RECRUITMENT IN TEACHER EDUCATION"**

Linda K. Walker, Jeanne Phillips, and Gloria D. Richardson, Mississippi State University-Meridian

This study reports the results of a grant project conducted in an elementary school. The project sought to encourage minority participation in teacher education, while offering individual tutoring and mentorship to at-risk children.

The following were involved in the project: three MSU-Meridian senior elementary education majors, four Meridian Community College sophomores with expressed interest in teacher education, five Meridian high school juniors and seniors interested in working with disadvantaged children, 36 elementary pupils, and the faculty and principal of the elementary school. A large majority of those involved in the project were minorities, including African-Americans, Hispanics, and Native Americans.

Data were obtained by use of an 18-item questionnaire designed for tutor-supervisors, tutors, and parents. An exit survey of teacher comments was also obtained to determine students' success in the program. A Cronbach alpha of .7332 was obtained to determine internal consistency. One-way analysis of variance was used to identify significant differences in the perceptions of those surveyed; parents are in favor of this program, students in this program do well in their classroom, the students in this program are happy and confident, and the tutor supervisors communicate student successes and failures to all involved.

#### **"THE EFFECTS OF A METHODS COURSE IN MATHEMATICS ON PRESERVICE TEACHERS' SENSE OF EFFICACY AS LEARNERS AND AS FUTURE TEACHERS"**

Sandra Buntrock Brodney, Carolyn Reeves-Kazelskis, M. E. Kersh, and M. Janine Scott, University of Southern Mississippi

The purposes of the study were (1) to determine whether preservice teachers' sense of efficacy would change as a result of taking a mathematics methods course and (2) whether the type of mathematics methods course would influence efficacy. Measures assessing 72 preservice teachers' sense of efficacy as learners and as future teachers were obtained from three groups. The first group had not taken a mathematics methods course. Both groups two and three had completed a mathematics methods course. The courses, however, differed in that the course completed by the third group emphasized lesson planning structured around the use of manipulatives.

The results of an analysis of variance revealed a significant ( $p < .05$ ) difference between the groups on five items: four of the items dealt with preservice teachers' efficacy as learners (i.e., motivation to do coursework, ability to concentrate on coursework, learn science, and use computers) while the fifth item dealt with their efficacy as future teachers (i.e., ability to teach science). The groups who had taken mathematics methods courses showed a higher sense of efficacy than did the group who had not taken the course, with the third group having the strongest sense of efficacy.

#### **"CONTENT FOR A DIAGNOSTIC AND EVALUATIVE PROCEDURES COURSE: WHAT 123 PRACTITIONERS THINK"**

Robert L. Kennedy, University of Arkansas-Little Rock

**THURSDAY, NOVEMBER 11, 1993**

The purpose of the survey was to content validate the material normally presented during the diagnostic and evaluative procedures course for elementary education majors. Although the content of the course was consistent with information normally found at this level, its validity could be strengthened by a review by practicing teachers. Also, by conducting the survey through class members, they would have the benefit of hearing testimonials from sources other than their instructor.

The 20-question form was based on a content outline of the course. Most of the questions were of the "Do you use . . .?" or "Do you need to know . . .?" type, but there were several open-ended questions, including one asking for recommendations. The 41 members of the class were required to interview three teachers, for a total of 123 subjects. Although they were volunteers, the subjects came from a wide range of backgrounds.

The results of the survey indicated that topics including behavioral objectives. Bloom's Taxonomy and short-answer test items are being used, at least in the schools surveyed. Performance testing appears to be well-established. Standardized tests seem to be losing favor, as well as interest in standardized scores in general.

**4:00 p.m. - 4:50 p.m.    ADVANCES IN THE FIELDS OF SELF-REGULATED LEARNING AND STRATEGY ASSESSMENT AND TRAINING (Symposium).....Bayou D'Arbonne**

**Organizer:**                Rebecca L. Oxford, University of Alabama

**Presenters:**              "AN OVERVIEW OF ADVANCES IN FIELDS OF SELF-REGULATED LEARNING AND STRATEGY ASSESSMENT AND TRAINING"  
Rebecca L. Oxford, University of Alabama

The presentations in this symposium discuss how self-regulated learning and its companion, learning strategy assessment and training, have progressed in the last decade. Special emphasis is placed on conflicts and issues in these twin fields and the degree of resolution reached.

**"BEYOND THE INFORMATION PROCESSING THEORY OF TEACHING FOR SELF-REGULATED SECOND LANGUAGE LEARNING"**

Miho Yorozu and Asghar Iran-Nejad, University of Alabama

Researchers often consider second language development (SLD) from the viewpoint of the information processing theory (e.g., McLaughlin, 1987). As a result, the focus of teaching for self-regulated learning is often exclusively on mnemonic and drilling-for-automaticity strategies. Recent developments in SLD, however, suggest that self-regulated second language learning is a much more dynamic process involving the simultaneous contributions of many diverse sources (Oxford, 1990). This paper discusses the multisource nature of self-regulated learning from the perspective of biofunctional cognition.

**"TEACHING FOR SELF-REGULATED SECOND LANGUAGE LEARNING FROM THE PERSPECTIVE OF THE PROFICIENCY, COMMUNICATIVE, NATURAL, AND BIOFUNCTIONAL APPROACHES"**

Yasushi Kawai and Asghar Iran-Nejad, University of Alabama

Recent foreign language instructions can be grouped into three camps: the Proficiency Approach, the Communicative Approach, and the Natural Approach. The concept of self-regulated learning is analyzed from the viewpoint of these approaches and compared with the three-source model of self-regulation implied by the biofunctional model.

**"SELF-REGULATION IN READING COMPREHENSION: VALIDATION OF AN INSTRUMENT FOR ASSESSING READING STRATEGIES AND OF PROCEDURES FOR TEACHING METACOGNITIVE STRATEGIES FOR READING"**

Young Ye Park-Oh, University of Alabama

This paper explains the process used for developing and validating an instrument for assessing reading strategies (useful for both native language reading and foreign or second language reading). It also describes the design and testing of procedures used to train students in using metacognitive strategies to improve their reading comprehension skills. The model of self-regulation embedded in strategy assessment and

training is fully explicated.

**"INCREASING SELF-REGULATION THROUGH STRATEGY ASSESSMENT AND STUDENT AWARENESS"**

Rebecca L. Oxford, University of Alabama

Strategy assessment is the first step toward self-regulated learning. This paper describes ways to assess students' learning strategies (semi-structured interviews, diaries, observations, think-aloud protocols, and formal surveys) and explains the advantages and disadvantages of each. Attention concentrates on a validated strategy survey used by 8,000 learners world wide (in close to a dozen languages). The contribution that such a survey makes to student awareness and self-regulation is demonstrated.

**4:00 p.m. - 4:50 p.m. TEACHER EDUCATION (Discussion).....Diamond A**

President: John M. Enger, Arkansas State University

Presenters: "PERCEPTION OF TIME ORIENTATION, AGE, AND ACHIEVEMENT"

John L. Burns, Arkansas State University

The purpose of this study was to investigate relationships and differences among time orientation (past, present, future) and age, performance in university course work, and perception of time perspective of positive and negative events in one's life.

The Time Reference Inventory (TRI) was administered to 90 university students. The TRI provides measures of past and future projection, age focus, and time-related perception of positive and negatively-toned events. Demographic data and class grades were also collected.

Correlational analyses indicated that age and projection into the past were directly related as were age and achievement in class. Age was positively related to positive perceptions of both the present and the future. Univariate analyses showed that both male and female students projected more into the future than into the past. Contrary to expectation, neither projection into the future nor perception of positive events in the future were significantly related to achievement in class.

While not a part of the analyses in this study, study of the individual protocols suggested some apprehension about the future, that some students had had some earlier traumatic time period, and that some perceived the present as unpleasant.

**"THE INTERACTIVE COMPLEXITY OF FISCAL, PERSONNEL, AND TENURE MANAGEMENT DECISIONS"**

Adriane Robinson, Virginia Polytechnic Institute and State University

The fiscal crisis in higher education has forced administrators to examine facets of institutional management. The response has been to revise fiscal, personnel, and tenure policies. Fiscal policy changes have included limiting faculty travel and supply purchases. Personnel policy changes have included leaving faculty and staff vacancies unfilled, offering early retirement packages, and utilizing part-time faculty. In some cases, tenure quotas have been implemented and the standards for achieving tenure have been heightened.

The management responses to a fiscal crisis may have a cyclical affect, including locking out entrance into the faculty pipeline and limiting tenure opportunities for young scholars. Additionally, these responses will impact faculty evaluations and faculty development. The implications are resounding considering the projections that there will be a lack of full-time faculty available by the year 2000.

The literature is lacking in studies that examine the interactive affect of fiscal personnel and tenure management decisions as a whole. It is especially lacking on personnel management in higher education. Perhaps personnel management strategies should be examined, which is the basis of this discussion.

**"TEACHING: A DREAM OR A NIGHTMARE?"**

Shirley M. Byrne and Robert L. Byrne, Eastern Kentucky University

Are dreams "the distemper of inward parts" (Hobbes) or the "fulfillments or attempted fulfillment of wishes" (Freud)? Do educators' dreams reflect the positive aspects of the profession, or are they fears about potentially traumatic events? This investigation surveyed the relationship between inservice teachers' and preservice teachers' dreams as associated with anticipated and unexpected educational activities. An analysis of more than 201 questionnaires completed by the above educators indicates that significantly more reflections of the student teachers were associated with future, scheduled, professional activities and had negative connotations. Discipline problems, a disastrous lesson, and an embarrassing event were identified by student teachers significantly more often than a rewarding event or a successful lesson. Discipline problems and embarrassing events also occurred significantly more often for the cooperating teacher. The teachers had as many "nightmares" after an activity had occurred in comparison to an anticipated event. The qualitative aspects of this study also examined the focus of the dreams and the characterization of major participants.

**"USE OF TECHNOLOGY BY UNDERGRADUATE ELEMENTARY EDUCATION MAJORS"**

Fred Parker, Bob Lumpkins, and Georgine Steinmiller, Henderson State University

During the next two decades, major changes in the technological base of American society will alter the knowledge, skills, and values needed by capable workers and citizens. Part of the technological change in education will be evident by the electronic format in which classroom teachers present information to their students. Teachers will need to search for new and innovative ways to design classroom instruction that incorporates the latest software with other appropriate equipment.

Research has shown that using technology as a teaching tool improves learning in such areas as developing skills, gaining content and improving attitudes toward classroom instruction. While the research indicates positive educational reasons for using technology, inadequate teacher training in the use of technology has restricted the use of these teaching tools.

A survey regarding technology was given to a large sample of elementary education undergraduate students to determine whether or not they were using technology skills in their preparation in becoming a teacher. This presentation addresses the results of this survey and what the Elementary Education Department at Henderson State University is doing to address the needs of technology within the scope of teacher preparation.

**4:00 p.m. - 4:50 p.m.    ATTITUDES    (Training)..... Bayou Jean Lafitte II**

**Trainers:                    "UNDERSTANDING AND DEALING WITH AGEISM IN THE CLASSROOM AND LIFE"**

David L. Mask and Mary Ruth Reynolds Hawkins, Virginia Polytechnic Institute and State University

This training session was developed to provide educators with information on Ageism, dispel myths and share facts about aging, heighten educators' awareness of the processes and influences that affect their attitudes and beliefs, and increase the likelihood of productive staff and classroom discussion of issues and concerns related to aging and Ageism.

A life-span, wellness-education model was used in developing the concept of aging for this session. The presentation includes a historical review of some of the causes for prejudice and discrimination against the old in this country, a discussion of the role of culture in Ageism, a recipe for creating a social problem, myths and facts about aging, information on Ageism in children's readers and undergraduate texts, the effects that Ageism has on the old and society, and a review of the progress made in dealing with Ageism in the last 24 years. The need for increased education about normal aging is emphasized. Suggestions for working with students on issues of aging are provided.

**4:00 p.m. - 4:50 p.m.    STUDENT SUCCESS: PERCEPTIONS OF TEACHER INFLUENCE  
(Symposium)..... Bayou Jean Lafitte III**

**Organizer:                    Carolyn Reeves-Kazelskis, University of Southern Mississippi**

**Presenters:                    "OVERVIEW"**

**THURSDAY, NOVEMBER 11, 1993**

Carolyn Reeves-Kazelskis, University of Southern Mississippi

While there may be general agreement among groups of people about the traits and behaviors of teachers that influence student success in elementary and secondary classrooms, there are likely to be differences among groups about the level of importance of selected traits/behaviors. Typically, published studies have focused on perceptions held by one or two consistent groups rather than several groups.

This symposium will present and discuss the results of five studies, based on analyses of 1,446 responses obtained from six groups (i.e., elementary and secondary students, university professors, preservice and inservice teachers, and school administrators) who responded to the Perceptions of Teacher Influence instrument.

**"PERCEPTIONS OF TEACHER INFLUENCE HELD BY GROUPS WITHIN THE SCHOOL COMMUNITY"**

Bruce Brodney, Sandra Buntrock Brodney, and Richard Kazelskis, University of Southern Mississippi

This paper presents the results obtained by comparing the responses of four groups (i.e., elementary and secondary students, inservice teachers, and school administrators). The multivariate F-ratio indicated significant ( $p < .001$ ) group differences; all comparisons between groups were significant ( $p < .01$ ) except for teachers and administrators.

**"TRAITS AND BEHAVIORS SELECTED AS THE MOST IMPORTANT FOR PRODUCING STUDENT SUCCESS"**

Chrislyn Zellars Lucc, Belmont Abbey College, and Carolyn Reeves-Kazelskis, University of Southern Mississippi

This paper presents information obtained by asking each of the groups, except the elementary and secondary students, to select and rank order the three traits and behaviors considered to be of utmost importance.

**"EFFECTS OF GENDER ON PERCEPTIONS OF TEACHER INFLUENCE"**

Richard Behrens, Allison Hoewisch, and Richard Kazelskis, University of Southern Mississippi

This paper presents the results of a groups-by-gender multivariate analysis. Significant ( $p < .001$ ) interaction and main effects for both variables were found. Females tended to respond similarly to selected items and to rate items at a higher level. Administrators, regardless of gender, were the most similar in their responses.

**"EFFECTS OF AGE ON PERCEPTIONS OF TEACHER INFLUENCE"**

Sandra Buntrock Brodney, Bruce Brodney, and M. E. Kersh, University of Southern Mississippi

This paper presents the results of a groups-by-age multivariate analysis. Significant interaction ( $p < .01$ ) and main effects ( $p < .05$ ) on both variables were found. Younger school administrators tended to rate selected items at a lower level of importance. Preservice and inservice teachers typically rated the items at the same level, regardless of age. Professors were more varied in their responses than the other groups.

**"EFFECTS OF RACIAL DOMINANCE OF SCHOOL ON PERCEPTIONS OF TEACHER INFLUENCE"**

Allison Hoewisch and Richard Behrens, University of Southern Mississippi, and Chrislyn Zellars Luce, Belmont Abbey College

This paper presents the results of a school level-by-racial dominance multivariate analysis. Significant interaction ( $p < .003$ ) and main effects ( $p < .001$ ) on both variables were found. At the elementary level, African-American schools rated selected items at a higher level than did predominantly white schools. At the secondary level, predominantly African-American schools rated selected items at a lower level than did

**THURSDAY, NOVEMBER 11, 1993**

predominantly white schools. Ratings of importance did not change much from elementary to secondary levels in predominantly African-American schools, but in predominantly white schools the changes in ratings from elementary to secondary levels were notable.

**"DISCUSSION"**

M. E. Kersh, University of Southern Mississippi

This paper discusses how the findings of the five research studies relate to the literature on effective teaching and related areas. Implications for teachers, school administrators, and teacher educators are summarized.

**5:15 p.m. - 6:15 p.m. BUSINESS MEETING.....Bayou Jean Lafitte**

**7:00 p.m. - 8:00 p.m. JOINT UNIVERSITY RECEPTION.....Bayou Jean Lafitte**

The Colleges of Education of the following Universities have contributed to the Joint University Reception costs:

Arkansas State University  
Auburn University  
Memphis State University  
Mississippi State University  
(College of Education and  
Curriculum and Instruction)  
Southeastern Louisiana University  
Tulane University

University of Alabama at Birmingham  
University of Alabama at Tuscaloosa  
University of Central Arkansas  
University of Montevallo  
University of Southern Mississippi  
University of Tennessee  
Western Kentucky University

**FRIDAY, NOVEMBER 12, 1993**

**7:30 a.m. - 8:45 a.m. PRESIDENTS' BREAKFAST.....Bayou Teche**

**8:00 a.m. - 11:00 a.m. REGISTRATION.....Outside Bayou Jean Lafitte**

**8:00 a.m. - 8:50 a.m. STATISTICS (Discussion)..... Bayou Jean Lafitte**

Prsider: Linda K. Walker, Mississippi State University-Meridian

Presenters: "GRE PERCENTILE RANKS CANNOT BE ADDED OR AVERAGED: A POSITION PAPER EXPLORING THE SCALING CHARACTERISTICS OF PERCENTILE RANKS, AND THE ETHICAL AND LEGAL CULPABILITIES CREATED BY ADDING PERCENTILE RANKS IN MAKING 'HIGH-STAKES' TESTING DECISIONS"

Bruce Thompson, Texas A&M University and Baylor College of Medicine

The nature of percentile rank scores is explored using heuristic data sets as examples to make the discussion concrete. It is explained why arithmetic operations require measurement of equal-interval scales. Then, the nature of percentile ranks is explored in detail.

It is illustrated that percentile ranks are not measured on equal-interval scales and, therefore, may not be added or averaged. Percentile ranks are non-linear transformation of raw or scale scores; therefore, raw or scale scores and the equivalent percentile ranks are not perfectly correlated. It is noted that raw or scale score distributions that are not rectangular or "flat" will have different standard deviations, and coefficients of skewness and kurtosis, than their equivalent percentile ranks.

The hazards of inappropriately adding percentile ranks are explored from the perspectives of various textbook authors. The discussion is couched in the context of the legal requirements for "high-stakes" testing, so relevant judicial findings are also summarized.

**"LINEAR VERSUS QUADRATIC PREDICTIVE DISCRIMINANT ANALYSIS:  
WHAT'S THE DIFFERENCE AND WHICH ONE IS GENERALLY PREFERRED?"**

Brian Young, Texas A&M University

Discriminant analysis is employed fairly frequently in educational research. However, when the equality (homogeneity) of the group variance/covariance matrices is questionable, it may be necessary to use separate covariance matrices rather than a single pooled matrix. The choice to use separate matrices can result in improved predictive accuracy, but may also lead to less likelihood that results will generalize to future samples.

The present paper explores the differences between so-called linear versus quadratic classification rules and the factors that must be considered when selecting one rule over the other. Sample data sets are employed to make the discussion of these considerations concrete. Though invariance analyses are always important supplements to statistical significance tests, these analyses (e.g., cross-validation, jackknife, bootstrap) are particularly important when quadratic classification rules are invoked, especially as the number of groups increases.

**"TO BLOCK OR COVARY A CONCOMITANT VARIABLE: WHICH IS BETTER?"**

Yi-Cheng Wu and James E. McLean, University of Alabama

By employing a concomitant variable, researchers can reduce the error, increase the precision, and maximize the power of an experimental design. Blocking and ANCOVA are most often used to harness the power of a concomitant variable. The questions of whether to block or covary and how many blocks to be used if a block design is chosen become important.

This paper provides an historical review of the problem and recommends future research to examine the problem based on three dimensions: (1) how subjects are assigned, (2) how data are analyzed, and (3) the distributions of the variables. In this study, (1) subjects were randomly assigned to treatments ignoring the concomitant variable, (2) data were analyzed by one-way ANOVA; post-hoc two-block, four-block, and eight-block ANOVA; and ANCOVA, and (3) the distributions of the concomitant and dependent variables were normal. The Monte Carlo method was used to generate 20,000 sets of data for eight experimental conditions (two levels of the number of subjects and four levels of correlation between the concomitant and the dependent variables). The five analysis procedures were examined under each experimental condition. The results showed that ANCOVA was more powerful than post-hoc rank blocking.

**"THE EFFECTS OF VIOLATIONS OF DATA SET ASSUMPTIONS WHEN USING  
THE ONEWAY, FIXED-EFFECTS ANALYSIS OF VARIANCE AND THE ONE-  
CONCOMITANT ANALYSIS OF COVARIANCE"**

Colleen Cook Johnson and Ernest A. Rakow, Memphis State University

This study integrates into one Monte Carlo simulation an array of studies into robustness of analysis of variance (ANOVA) and covariance (ANCOVA). Three sets of balanced designs (first using groups of 15, next groups of 30, and finally groups of 45) and one set of unbalanced designs (three groups sizes of 15, 30, and 45) were simulated. Data set violations included normal skew and kurtosis, heterogeneity of variances, and with ANCOVA, heterogeneity of slopes and a skewed covariate. Each violation was simulated both in isolation and in combination with others. This resulted in 665 empirical F-distributions that were compared against the nominal F-distribution. A modified version of traditional methodology was implemented allowing for the control of extraneous variables that have confounded previous studies.

**FRIDAY, NOVEMBER 12, 1993**

Unbalanced designs produced statistically invalid F ratios with almost any violation. In the balanced design, however, greater robustness than suggested by Glass, Peckham and Sanders (1972) was found. This finding is important because the most common violation in balanced designs is heterogeneity of variances. If a researcher finds that the dependents skew and kurtosis fall within 95% confidence bands, then the variance ratio can be as high as five without jeopardizing the results.

**8:00 a.m. - 8:50 a.m. EARLY CHILDHOOD EDUCATION (Discussion).....Bayou Teche**

**Presider: Mary W. Funderburk, University of Montevallo**

**Presenters: "ASSESSING STRESS IN CHILDREN: A LITERATURE REVIEW"**

**Gail H. Romer, University of Tennessee**

Children encounter stressors in every aspect of their existence. To begin assessing and reducing stress in school children, parents and school personnel must first recognize and identify stress in children. What is the current status of childhood stress assessment? This review of literature includes a definition of stress in children and a description of its connection with health.

Computer searches of CD-ROM databases in the fields of education, psychology, and health provided initial literature. Reference lists from articles offered more sources. Recent textbooks provided generous bibliographies.

Although more researchers now study stress in children, most research and assessment remains based on adult perception. Adult stress studies form the basis for many research hypotheses. Few researchers modify adult stress measures for use with children or develop child assessments. Adult interpretation of results produces virtually all discussion. Until recently, researchers seldom asked children about their stress experiences.

Measures for assessing childhood stress now include behavioral observation, physiological assessment, adult rating scales of children, child self-report inventories, and interviews with children. With these techniques, and their use in combination, comprehensive child stress assessment becomes possible.

**"A NARRATIVE APPROACH TO THE INTEGRATION OF PRIMARY LEVEL CURRICULUM"**

**Frieda Kalb Davis, University of Tennessee**

This paper presents a philosophical and research-oriented basis for the partial resolution of skills-based versus meaning-based issues that have long divided education, especially at the primary level. A theoretical framework whereby the teacher can extend and enhance any curriculum is provided. Because education has typically focused on thinking skills that are empirical in nature and because memory is naturally narrative, this extension and enhancement of instruction can best come about by attention to a narrative mode of thought. As it encourages creativity, intuition, and empathic understanding, narrative thought underscores the meaning in the connection of ideas and increases communication.

Beginning with the characteristics and needs of the primary child, research challenging Piaget's theory of egocentricity and supporting his developmental progression of communication skills is considered. Next, a review of research in narrative and in autobiographical memory is discussed in regard to what it tells us about how children learn. Finally, practical suggestions for the encouragement of narrative thought and for its use as an approach to integration are presented.

**"PROGRAM QUALITY IN MISSISSIPPI COMMUNITY COLLEGE CHILD CARE LABORATORIES"**

**Mary Ann Jacobs, Hinds Community College, and Georgia Napier and T. Lee Napier, Jackson State University**

The purpose of this study was to determine the current levels of environmental quality in Mississippi Community College Child Care Laboratories. A rater/observer utilized the Early Childhood Environment Rating Scale through on-site evaluation of all 11 laboratories to obtain data. On a seven-point scale, one was adequate, three was minimal, five was good, and seven was excellent. Areas evaluated were:

**FRIDAY, NOVEMBER 12, 1993**

Personal Care Routines, Language/Reasoning, Social Development, Furnishings/Display, Fine and Gross Motor Activities, Adult Needs, and Creative Activities.

The results of this study indicate that environmental quality was rated good (five) or better in nine of the 11 laboratories. Two laboratories were rated at four or below and are functioning at a level between inadequate to minimal. Areas receiving the highest ratings were: Personal Care Routines, Creative Activities, Furnishings/Display, Gross Motor Activities, Language/Reasoning, Adult Needs, and Social Development. Those receiving the lowest ratings were: Fine and Gross Motor Activities, Language/Reasoning, Creative Activities, Personal Care Routines, Furnishings/Display, Adult Needs, and Social Development.

Program weaknesses indicate specific areas where improvement is needed. Lower program quality, especially in areas such as Social Development, is a central focus of any child care program, indicating that program changes are in order.

**"THE TEACHER AIDE PUZZLE"**

C.M. Achilles, University of North Carolina, Greensboro, and Barbara A. Nye, H. P. Bain, and Jayne Boyd-Zaharias, Tennessee State University

Teacher aides (paraprofessionals) have increased in American education, especially as Chapter 1 has grown. Yet, there is little research on the effects of teacher aides on students' achievement and on what teacher aides do in schools (e.g., instructional, clerical, custodial).

During Tennessee's 1983-1989 experiment, Project STAR, several researchers (e.g., Folger, Johnston, and others) explored some aspects of teacher aides as an alternative to small-class (1:15) interventions. Generally in STAR, teacher aide treatment results fell between small-class intervention (best) and regular class conditions (worst) for student achievement in K and 1, and were least productive in grades 2 and 3.

By reanalyzing Project STAR data, researchers have sought answers to the teacher-aide portion of the analysis by considering the use (instructional, etc.), the preparation (education), and reported activities of the aides. Do some groups seem to benefit (achievement) more than others when aides are present?

Analyses (ANOVA, t tests) included comparisons of scaled scores and gain scores on norm-referenced tests and percent of students passing criterion-referenced tests. Results add to a sparse database and teacher aide use and efficacy in K-3 (STAR) and the lasting benefits of that treatment (grades 4-6).

**8:00 a.m. - 8:50 a.m. EVALUATION (Discussion)..... Bayou D'Arbonne**

**President:** Sandra L. Gupton, University of Southern Mississippi

**Presenters:** "CONTENT ANALYSIS OF PRESENTATIONS AT MSERA"

Shelley Morris, John R. Slate, and Craig H. Jones, Arkansas State University

A content analysis of professional literature provides both a measure of contributions to the profession and an overview of trends within the field. A content analysis of MSERA presentations conducted (Boser & Trivette, 1991) reported an increase in participation and presentations from 1984 through 1990 and a positive correlation between participation and the size of the host city. This research was extended by conducting a content analysis of presentations made at the annual conference of the Mid-South Educational Research Association (MSERA) over the last decade. The MSERA Proceedings from 1983 through 1992 were examined for type of paper (i.e., discussion, research, literature review), topic, number of authors, authors' worksites (e.g., university), and the state from which authors came.

MSERA conferences were dominated by academics presenting research and discussion papers. Participation by nonacademics declined during the decade studied. Presenters came mainly from Alabama, Mississippi, and Tennessee. Arkansas showed some increase in presenters. Most papers were authored by either one or two individuals. Although seven topics were popular throughout the decade, several topics related to current educational movements and social concerns have increased in interest recently. Presenters showed surprisingly little interest in some topics (e.g., drug education). Implications are discussed and recommendations made.

**"INTERACTIVE VIDEO AND DISTANCE EDUCATION: IMPLEMENTATION MODALITIES AND RESEARCH STRATEGIES"**

James Krosp and John Nunnery, Memphis State University

This review summarizes the results of research and implementation reports pertaining to delivery of distance learning through interactive video technologies. The review focuses on research and evaluation methodologies used to study interactive distance education, subject area applications, instructional techniques used, learner outcomes, and considerations in implementing distance learning systems. The review provides a comprehensive overview of the current state of knowledge concerning distance learning, including student affective and cognitive outcomes, attitudes of teachers, recommended instructional strategies, barriers to effective implementation, and institutional goals that may be addressed through distance learning.

The authors found that there is a paucity of basic research related to interactive distance learning. The typical research paradigm used to investigate distance learning consisted of quasi-experimental evaluation research comparing the outcomes of students at a remote site to those of students at the base site; occasionally, student outcomes in one or both of these types of environments were compared to those from a "traditional" class. Although few differences in cognitive outcomes were observed, students at remote sites typically favored the class more than students at base sites. The many recommendations for instructional strategies are not based on carefully designed studies, but seem to stem primarily from anecdotal evidence or the personal preferences of authors. Student and instructor attitudes were frequently reported as barriers to initial implementation, although some strategies for developing more positive attitudes were identified.

**"EDUCATIONAL RESEARCH - PAST, PRESENT, AND FUTURE AS VIEWED BY GRADUATES OF AN EDUCATIONAL RESEARCH PROGRAM"**

Michele G. Jarrell, Margaret L. Glowacki, Victoria Johnson, and Brad S. Chissom,  
University of Alabama

The objectives of this study were to determine the adequacy of the preparation of Educational Research graduates from the University of Alabama, assess their employment history, and solicit opinions concerning the present and future status of educational research. A survey instrument mailed to graduates (Ed.S. and Ph.D.) from 1973 to the present contained a variety of item formats, and a better than 84% return was obtained. Quantitative data were analyzed using primarily frequencies and percentages.

Results indicated a change in program emphasis over the past 20 years, including increased emphasis on the use of micro and mainframe computers and an expansion of statistics and measurement offerings. A majority of the respondents secured a position within the first year of graduation and have remained in that position. Most of the graduates conduct research studies in their positions. Graduates viewed the research program favorably, and many suggestions for improvement have already been implemented.

The future outlook of the respondents included the continued lack of adequate funding for research and an increased need for educational researchers whose efforts can be directed at providing information to a variety of agencies to aid in decision making and assist and inform groups engaged in educational reform efforts.

**"AN ANALYSIS OF CLASSIC VS. PRAGMATIC EVALUATION TREATMENTS IN BASIC STATISTICS COURSES"**

Hugh Walker, Chattanooga State Technical Community College

This study compared the efficacy of the open-book vs. the closed-book test in basic statistics courses. The purpose was to determine if anxiety could be reduced without sacrificing academic performance.

Two experimental classes were given open-book exams and two control classes were given closed-book exams throughout a semester. Classes were randomly assigned to treatments, and 70 students participated. There were no significant differences among class GPA's.

At semester's end, the same open-book achievement test was administered to all classes. The rationale was that students could refer to a book in the future.

An ANOVA of the four-class achievement test means indicated no significant differences ( $\alpha = .05$ ) among them. In an alternative approach, and to increase sample size, the two control classes were grouped as one, as were the two experimental classes. A t test ( $\alpha = .05$ ) resulted in no significant difference. Establishing a 10% performance difference as significant, the probability of a type II error was .218. Analysis of data and residuals supported the assumptions required for the procedures used.

In a follow-up survey, experimental students reported more satisfaction, less anxiety, and more time saved.

FRIDAY, NOVEMBER 12, 1993

8:00 a.m. - 8:50 a.m.    **READING (Discussion).....Diamond A**

Presider:                Ira Bogotch, University of New Orleans

Presenters:             "EXAMINING STUDENTS' THEORETICAL ORIENTATIONS TO READING"

Marion E. Dana, University of New Orleans

The purpose of this qualitative study was to determine if elementary students, as suggested by prior research of Jerome Harste and Carolyn Burke, approach reading from a particular theoretical orientation or framework. Individual semi-structured interviews were conducted with 24 elementary students using questionnaires developed from previous studies in the area of students' concepts of reading. The questionnaire was designed to give insight into how an elementary student approaches the reading process.

The interviews, which were audio-taped, were listened to and evaluated by a panel of reading experts familiar with theoretical orientations to reading. Each student interview was rated as to whether the answers were characteristic of a phonic, skills, or whole-language orientation to reading. In all but two cases, raters were in agreement on the overall orientation demonstrated by the students. In the cases where raters disagreed on the orientation, all agreed on the possibility that the student was making a transition from one orientation to another, thereby exhibiting characteristics of both orientations. Therefore, results indicated that students do indeed consistently display characteristics of one of the three reading orientations when responding to interview questions.

#### "ASSESSMENT OF LITERACY LEVELS OF ADULT PRISONERS"

Sandra W. Long and Thomas P. Springer, Louisiana Tech University

The purpose of the study was to assess the reading levels of adult inmates at two prisons in Louisiana. The reading levels of 161 inmates, representing 10% of the 1584 inmates, were assessed using the PIAT-R, the SORT, and the REALM.

At both sites, inmates' average reading range was fourth to sixth grade. The mean self-reported grade completed was tenth grade. On the average, inmates were reading four grades below the last grade they attended in school. A majority of the inmates tested (67% at Site 1 and 51% at Site 2) were reading below junior high school level, classifying them as functionally illiterate and in need of literacy instruction. Formal instruction was limited to G.E.D. programs. Any inmate who volunteered for these programs was instructed at the secondary level even though he/she might possess less than basic reading skills.

Results of this study suggested that if inmates with low basic reading skills are to profit from educational programs, these should be practical ones that build on their interests, needs, abilities, learning styles, and cultural backgrounds.

#### "A STUDY OF THE QUANTITATIVE AND QUALITATIVE EFFECTS OF WHOLE LANGUAGE VERSUS BASAL INSTRUCTION ON LINGUISTIC RISK-TAKING BEHAVIORS OF FIRST-GRADE STUDENTS"

Cassandra El-Amin and Mark G. Richmond, University of Southern Mississippi

The purposes of this study were to determine the relationship between linguistic risk-taking and reading achievement and to determine the effect of method of instruction, defined by teachers' theoretical orientations to reading, on these variables. Subjects were first-grade students who were randomly selected from classrooms based on teachers' theoretical orientations to reading. Teachers and students were administered instruments for quantitative and qualitative analyses.

MANOVA results revealed no statistical difference in risk-taking or achievement; there were significant teacher differences. Pearson r results revealed a significant positive relationship between linguistic risk-taking and achievement.

Qualitative analyses revealed observable differences in reading favoring the whole language-like children (more aesthetic definitions of reading, more meaning-centered strategies, and more meaningful errors) and in writing favoring the phonics children (greater sentence complexity, more descriptive word choice, and greater creativity).

**FRIDAY, NOVEMBER 12, 1993**

Quantitative results indicated that teachers make more of a difference than methodology and that risk-taking is necessary for language learning. Qualitative results supported the supposition that children's strategies are influenced by teachers' theoretical orientations (phonics and whole language-like).

**"TEACHING CRITICAL THINKING SKILLS TO CHILDREN: EFFECTS OF STUDENT TEACHING ON PROSPECTIVE TEACHER SELF CONFIDENCE"**

Tracey R. Ring, Middle Tennessee State University

The purpose of this study was to determine the effects of student teaching on the self-confidence ratings of prospective elementary school teachers' ability to plan and teach lessons involving critical thinking skills. Measures were obtained from a sample of 48 elementary education majors immediately prior to and just after their student teaching experience. Self-confidence was measured by the Mississippi State University Survey of Confidence in Teaching Reading (SCTR) that had been developed and piloted for use in this study. The SCTR yielded scores from five clusters representing a variety of skills necessary to conduct reading lessons with children. One involved the teaching of critical thinking skills. This cluster ultimately provided 13 different scores per subject.

Analyses were performed using t tests for dependent groups. Statistically significant increases in self-confidence were observed between pre- and post-student teachers on all but three of the 13 comparisons. The smallest increases were observed in lessons involving the recognition of assumptions and summarizing data. The greatest increases in self-confidence were those lessons that required children to discriminate between fact and opinion in written material.

**8:00 a.m. - 8:50 a.m. HELPING AT-RISK LEARNERS TO SUCCEED ACADEMICALLY: ALTERNATIVE INTERVENTIONS (Symposium).....Bayou Jean Lafitte II**

**Organizer:** Steven M. Ross, Memphis State University

**Presenters:** "OVERVIEW"  
Steven M. Ross and Lana J. Smith, Memphis State University

During the past year, the presenters have implemented and evaluated several intervention programs designed to help at-risk elementary children succeed academically. The symposium consists of four parts describing these programs and their research outcomes. Both curriculum and research materials will be shared with audience members. Audience reactions and questions are invited.

**" 'SUCCESS FOR ALL' AND ITS EFFECTS: A TALE OF FOUR CITIES"**  
Steven M. Ross, Lana J. Smith, Jason Casey, Brenda Johnson, and Carole Bond,  
Memphis State University

The Success for All (SFA) model (Slavin et al., 1990) is designed to prepare at-risk children to perform at grade level by the third grade through strategies consisting of (1) cross-grade regrouping in language arts, (2) individual tutoring, (3) reduced class sizes, and (4) cooperative learning. This paper describes the implementation and evaluation of SFA at schools in Memphis, TN (three years), Montgomery, AL (two years), Caldwell, ID (two years), and Ft. Wayne, IN (two years).

**"A LONGITUDINAL EVALUATION OF SING, SPELL, READ, AND WRITE IN AN URBAN SCHOOL DISTRICT"**  
Carole Bond, Jason Casey, Lana J. Smith, and Steven M. Ross, Memphis State University

The Sing, Spell, Read, and Write (SSRW) program is designed to develop early readiness and motivation for reading and language skills development, emphasizing phonics and active learning. An evaluation in 1991-1992 of a citywide implementation of the program showed positive outcomes on reading and language tests for participants in kindergarten and first grade compared to matched control students. The present study continued this research by following the progress of the matched pairs in the next school year.

120

**"BRIDGING THE GENERATIONS: A SENIOR CITIZENS MENTORING PROGRAM"**  
John Nunnery, Posey Saunders, Brenda Johnson, Lana J. Smith, and Steven M. Ross,  
Memphis State University

This study involved using senior citizens to serve as tutor-mentors for at-risk first- and second-grade students at three elementary schools. Following a training program, the mentors worked with individual students for two half-hour sessions each week, with emphasis on basic skills in communication arts. The presentation describes the model, evaluation methods, and quantitative and qualitative outcomes over a three-year period.

**"READING RECOVERY AS AN INTENSIVE INTERVENTION"**  
Lana J. Smith, Steven M. Ross, Jason Casey, and Brenda Johnson, Memphis State  
University

Reading Recovery, developed by Marie Clay in New Zealand, provides intensive and systematic one-to-one tutoring to first-grade students in need of special help. The present study evaluated the implementation of Reading Recovery with regard to learning outcome, school climate, and parent and teacher involvement. Important to the evaluation design was the comparison of outcomes to those of an alternative intervention program offered at a similar school in the same district.

**8:00 a.m. - 8:50 a.m. TESTS (Discussion).....Bayou Jean Lafitte III**

**Presider:** Linda Cornelious, Mississippi State University

**Presenters:** "BLACK-WHITE DIFFERENCES ON THE STRONG INTEREST INVENTORY  
GENERAL OCCUPATIONAL THEMES AND BASIC INTEREST SCALES AT AGES 16  
TO 65"

Alan S. Kaufman, University of Alabama; Jane M. Ford-Richards, Anniston (AL) City  
Schools; and James E. McLean, University of Alabama

Recent research has suggested that evidence of the psychometric validity of the Strong Interest Inventory with blacks is lacking or that racial differences are not a concern. The purpose of this study was to identify any black-white differences produced by the Strong and interpret these in terms of the instrument's primary applications.

The Strong was given to 841 subjects (756 whites, 85 blacks) aged 16 to 65 years. MANOVAs and MANCOVAs were conducted, followed by univariate ANOVAs and ANCOVAs. Independent variables were the six Holland General Occupational Themes and the 23 Basic Interest Scales; the covariate was educational attainment.

Race was a significant main effect in all multivariate analyses, but all interactions were nonsignificant. Univariate analyses of variance and covariance revealed that race was significantly related to scores on most Holland themes and interest scales. In general, whites scored higher in the Realistic and Investigative areas, whereas blacks scored higher in Social, Enterprising, and Conventional areas. These findings were interpreted in light of previous black-white research on the Strong and related inventories, and from the perspective of the counselor's and psychologist's role in interpreting interest patterns for black individuals.

**"THE HARRINGTON-O'SHEA CAREER DECISION-MAKING SYSTEM (CDM) AND  
THE KAUFMAN ADOLESCENT AND ADULT INTELLIGENCE TEST (KAIT):  
RELATIONSHIP OF INTEREST SCALE SCORES TO FLUID AND CRYSTALLIZED  
IQS AT AGES 12 TO 22 YEARS"**

James E. McLean and Alan S. Kaufman, University of Alabama

Research on the six Holland-based Interest Scales is well documented for late adolescents and adults using the Strong Interest Inventory (Strong). However, similar research on early adolescents is sparse. This study related the six Holland-based Interest Scale scores yielded by the Harrington-O'Shea Career Decision-Making System (CDM) to sex, race/ethnic group, and intelligence.

The sample was comprised of 254 subjects aged 12 to 22 years who completed the CDM as part of the standardization of the Kaufman Adolescent and Adult Intelligence Test (KAIT). MANOVAs and MANCOVAs (covarying parents' education) were conducted, followed by univariate ANOVAs and ANCOVAs where significance was found.

All interactions and the KAIT variables were nonsignificant in both multivariate analyses. Sex and Race/Ethnic groups were significant main effects in the MANOVA, but only Sex was significant in the MANCOVA. Follow-up univariate ANCOVAs indicated that males outscored females on the Crafts (Realistic) scale and females outscored males on the Social scale. Race/ethnic differences in which blacks scored higher than whites and Hispanics on the Business (Enterprising) and Clerical (Conventional) scales failed to achieve significance with parents' education covaried. The present findings for adolescents are consistent with previous research with the Strong.

**"FAILURE TO FOLLOW STANDARDIZED PROCEDURES IN THE ADMINISTRATION OF THE STANFORD ACHIEVEMENT TEST-8"**

Virginia DeMaine and John R. Slate, Arkansas State University

Administration of group achievement tests such as the Stanford Achievement Test-8 (SAT-8) should be in accordance with standardization procedures outlined in test manuals. Recent studies, however, have indicated that classroom teachers, as well as other professionals, violate standardization procedures through behaviors such as repeating questions when not permitted to do so, rephrasing directions, and allowing more time than permitted. Because of the manner in which test norms are obtained, violations of standardization may result in test scores not being interpretable.

In this study, 15 sixth-grade teachers were observed during 38 sessions of the administration of the SAT-8 in April, 1993 at a middle school in the Mid-South. Teachers exhibited errors in all five areas of standardization observed: not following directions (26.4% of total errors), failing to adhere to time limits (3.8%), cueing of correct answers (14.2%), inappropriate responses to student questions (21.7%), and word substitutions (33.9%). All 15 teachers committed errors (Ms ranged from 1.7 to 19.0) in administering the SAT-8 in a standardized manner with a mean of 8.4 errors per session. Though all teachers modified the reading of directions, only eight did not adhere to time limits.

Numerous and significant violations of standardization procedures were observed in the administration of the SAT-8. Implications of these findings are discussed.

9:00 a.m. - 9:50 a.m. **AT-RISK (Discussion)**..... Bayou Jean Lafitte

President: Edward L. Shaw, Jr., University of Southern Alabama

Presenters: "A COMPARATIVE ASSESSMENT OF SCHOOL ENVIRONMENTS BY DELINQUENT AND NON-DELINQUENT CHILDREN: IMPLICATIONS FOR PUBLIC SCHOOL LEADERS IN ALABAMA"

Mary C. McNeal, Huntsville (AL) City Schools, and Harold L. Bishop, University of Alabama

This study examined the differences between the shared perceptions of delinquent and nondelinquent children in the secondary schools of the Huntsville City School System (HCS) of Madison County, Alabama, in their assessment of school environments through the use of the NASSP-CASE School Climate and Student Satisfaction Surveys. One hundred nondelinquent students were randomly selected from the five high schools. One hundred students who had been found to be delinquent by the Madison County District Court System made up the second group. All of the students were between the ages of 14 and 16 years of age and enrolled in one of the secondary high schools of the HCS. Data for a Social History Information Report were collected at the same time the two instruments were administered to the students. This report provided a demographic profile of data.

The two-way analysis of variance (ANOVA) used to test the null hypothesis was used to compare group means if there was a significant F-value. A significant difference was noted between delinquent and nondelinquent students in their perceptions of school environments, as measured by the two instruments at the .01 level. No significant interaction was observed between student status and assigned school. No interaction among the schools was evident.

The delinquent group had 39.0% that could not read on a sixth-grade reading level. The results that delinquent students have a higher perception of school environments than nondelinquent students leads to

**FRIDAY, NOVEMBER 12, 1993**

the implication that educators need to use the school environment as an effective educational tool in the process of change.

**"A COMPARISON OF ROLE EXPECTATIONS FOR EFFECTIVE URBAN TEACHERS AND BEHAVIORAL PROFILES OF CANDIDATES FOR ALTERNATIVE TEACHER LICENSURE"**

Blanche W. O'Bannon and Dennie L. Smith, Memphis State University

The purpose of this study was to determine the perceptions of urban teachers and university faculty of the role of an effective urban teacher and compare these perceptions to the natural behavioral styles of candidates for an initial and alternative licensure program in the College of Education. Subjects consisted of (1) 20 effective urban teachers, (2) 11 university faculty from an urban university, and (3) 34 candidates for alternative teacher licensure in an urban setting.

The Role Behavior Analysis (RBA), an instrument designed to define behavioral expectations of a specific role, was administered to urban teachers and university faculty. Resulting scores determined a behavioral profile pattern perceived to be characteristic of an effective urban teacher. The Personal Profile System (PPS) was administered to candidates to determine their natural behavioral style. These natural styles were compared to the pattern standards set by urban teachers and university faculty.

Interpretation of the RBA revealed that urban teachers and university faculty perceived that similar behavioral patterns were needed for teacher effectiveness in an urban setting. Analysis of the PPS revealed that only 20.6% of all candidates matched these expectations.

**"INTERNAL/EXTERNAL LOCUS OF CONTROL SELF-ESTEEM AND PARENTAL VERBAL INTERACTION OF AT-RISK, ADOLESCENT BLACK MALES"**

John M. Enger and D. Lynn Howerton, Arkansas State University, and Charles R. Cobbs, Wynne (AR) Public Schools

This study investigated the relationship between three factors for at-risk, adolescent black males in the United States: internal/external locus of control, self-esteem and parental verbal interaction. Forty-two males in grades 6, 7, and 8 who had been identified at-risk by their teachers completed the Nowicki-Strickland Locus of Control Scale for Children, the Coopersmith Self-Esteem Inventory, and the Blake Verbal Interaction Questionnaire. A moderate, positive relationship between self-esteem and parental verbal interaction was consistent with a previous finding for white high school students. A moderate, negative relationship between locus of control and self-esteem contrasted with a previous finding of no significant relationship for black elementary children. A weak, yet significant, negative relationship was found between locus of control and parental verbal interaction. This latter finding had not been previously reported.

**"ADAPTING TO RETENTION: A NATURALISTIC STUDY REVEALING THE COPING RESOURCES OF NONPROMOTED STUDENTS AND THEIR PARENTS"**

Robbie J. Anderson, Johnson City (TN) Schools

The purpose of this study was to uncover the feelings and reactions of students and their parents to the nonpromotion experience. Families with children who had been retained at least once in grades 1-8 were purposefully selected as units of study from one of four area school systems. A total of 52 family members from 22 family units participated in 46 separate, qualitative interviews. The information collected from the interviews was inductively analyzed.

Building on Schollossberg's theory for human adaptation to transitions, seven factors or coping resources that affect the adaptation of a parent or a student to a grade level retention emerged from the data: self definition of an individual, previous experience with retention, retention philosophy of the individual, feelings of empowerment connected to the retention decision, retention rationale or reason for the retention, sense of belonging to the school community, and support systems available to the individual.

The investigator concluded that (1) most students eventually assimilated a nonpromotion experience, (2) school personnel did little to prepare a child for a nonpromotion or to aid in the adaptation to a retention in succeeding years, (3) developmentally inappropriate early childhood curricula and grading practices placed undue stress on students and their families.

**FRIDAY, NOVEMBER 12, 1993**

**9:00 a.m. - 9:50 a.m. TEACHER EDUCATION (Discussion)..... Bayou Teche**

**Presider:** Evelyn Van Devender, University of South Alabama

**Presenters:** "PRESERVICE TEACHERS' EXPECTATIONS FOR CHILDREN FROM DIFFERENT FAMILY STRUCTURES"

Joanna M. Grymes, Karen Atwood, Mary Kay Cramer, and Dianne Lawler-Prince, Arkansas State University

Previous research suggested that teachers have lower expectations for children from divorced families than children from intact families. Largely, this research was conducted when divorce was still relatively atypical. This project identified current attitudes toward children from different family structures.

Eighty-five student teachers responded to a questionnaire describing the family situations of four different children. Vignettes were followed by 30 adjectives (15 positive, 15 negative) listed in alphabetical order. Students were to choose 10 adjectives to describe each child.

Chi-square analysis found a significant difference between the child and the number of positive or negative adjectives selected:  $X^2(3, n = 3170) = 287.39, p < .01$ . The child living with the intact family received responses most like what probability would expect. The child living with her divorced mother and grandmother received more positive and fewer negative descriptions than would be expected, as did the child living with his divorced father and the father's male companion. The child living with her unwed single mother received many more negative and many fewer positive responses than would be expected.

Results suggest that, while attitudes toward divorce have shifted, family structure may still greatly affect a teacher's expectation for a child.

#### "UNLOCKING THE MEANING OF NOVICES' METAPHORS"

Janet C. Richards, University of Southern Mississippi, and Joan P. Gipe, University of New Orleans

Metaphors are widely used figurative language that may represent our entire conceptual system and influence our thinking and behavior. Metaphors may provide teacher educators with a quick and early indication of novices' teaching orientation as well. However, many teacher educators are unaware of the value of collecting and analyzing novices' figurative language.

This study examined the feasibility and benefits of analyzing novices' metaphors in an early field placement. Twenty-three novices wrote pre- and post-semester narratives describing their teaching views. No other directions were given. Two university supervisors independently analyzed and coded the narratives for metaphorical content and teaching orientations. All of the narratives contained "novel" metaphors that demonstrated consistency in orientation throughout each narrative. Orientations fell into two main categories: authoritarian/technocratic (pre-semester, 19 novices; post-semester, 17 novices) and progressive/student-centered (pre-semester, four novices; post-semester, six novices). In addition, novices' journal entries were examined by a constant comparative analysis, and their observed teaching practices also were documented throughout the semester for teaching orientations. All three data sources provided a tri-dimensional and consistent perspective of the novices' beliefs about teaching.

#### "A COMPARISON OF THE ACADEMIC BEHAVIORS OF ELEMENTARY AND SECONDARY EDUCATION STUDENTS"

Craig H. Jones, Dianne Lawler-Prince, and John R. Slate, Arkansas State University

Though school reform has been underway for over a decade, few significant gains in academic achievement have occurred. One reason for this lack of achievement is because students lack appropriate study skills. Because study skills are best learned when domain-specific skills are taught in conjunction with the courses that students are currently taking, teachers must take a primary role in teaching study skills. To accomplish this, teachers need to have appropriate study skills.

In the present study, we compared the study skills of 146 college seniors majoring in elementary education with the study skills of 115 secondary education majors for a university in the Mid-South. Students in both populations responded to less than 60% of the items on the Study Habits Inventory appropriately. Although an overall difference between the groups was not found in study skills, discriminant analysis revealed significant

**FRIDAY, NOVEMBER 12, 1993**

difference in approaches to studying. Elementary education majors reported spending less time loafing, better sleeping habits, and less difficulty picking out important information. Secondary education majors were less likely to daydream, had better note-taking skills, and were more likely to apply learning to their daily lives. Implications are discussed.

**"AN EXPLORATORY STUDY TO DETERMINE PRINCIPALS' PERCEPTIONS CONCERNING THE EFFECTIVENESS OF A FIFTH-YEAR TEACHER PREPARATION PROGRAM"**

Allen B. Dyal, Auburn University, Montgomery

The purpose of this study was to determine the perceptions of principals concerning the effectiveness of a fifth-year teacher preparation program. Perceptions were obtained from the population of 40 principals through completion of a questionnaire. Principals responded to 36 statements relating to general effectiveness, effectiveness compared to fourth-year programs, and intern performance on a state model for evaluation. A sample was then selected for indepth interviews.

Means were calculated for each statement. Composite means were determined for each of three domains. Chi-square analysis was used to determine meaningful differences between eight demographic groups. Results of the study revealed general support for the fifth-year teacher preparation program. Thirty-three of thirty-six statements received means of 3.50 or higher. Each domain received composite means of 3.50 or higher. The interview process yielded several important strengths and some program weaknesses.

Principals perceived that a fifth-year teacher preparation program produces effective beginning teachers and that a year-long internship is an appropriate amount of time for in-class experiences. Furthermore, interns who complete such a program are mature, confident, and likely to be successful in their first year of teaching.

**9:00 a.m. - 9:50 a.m. TESTS (Discussion)..... Bayou D'Arbonne**

**President: Mary Jane Bradley, Arkansas State University**

**Presenters: "THE PREDICTORS OF ACHIEVEMENT ON MULTIPLE CHOICE TESTS: THE ROLE OF DIFFERENTIAL EFFECTS ON TEST ITEMS"**

**Anne-Marie Armstrong, University of South Alabama**

This study's purpose was to determine the effect of differently-constructed multiple choice tests and test-taker traits on test performance. Measures of text anxiety and field dependent/field independent cognitive style were obtained for 184 subjects using Spielberger's level of test anxiety and the Group Embedded Figures Tests. The subjects were then administered one of three different test forms covering the same content: (1) poorly constructed test items containing cues, (2) better constructed test items eliminating cues, and (3) better constructed items written to test knowledge above recall level.

A multiple regression analysis was used to determine which combination of the independent variables best explained test score differences. Cognitive style (field dependent or field independent), test anxiety level, and test construction (poor or better) best explained the scores for both fit and predictive purposes (Adj R<sup>2</sup> = .2201).

Rarely does the test maker consider the results of differential effects of the test construction and test-taker characteristics on the final test score. Two of the variables in the above model, test anxiety and test construction, are at least partially under the control of the test maker and the test giver. The other variable, cognitive style, has a differential effect when combined with a poorly-constructed test.

**"A STATISTICAL POWER ANALYSIS OF THE QUANTITATIVE TECHNIQUES USED IN THE JOURNAL OF RESEARCH IN MUSIC EDUCATION, 1987-1991"**

Thomas D. Daniel, Auburn University

A comprehensive statistical power analysis of all quantitative articles published between 1987 and 1991 in the Journal of Research in Music Education (JRME) is presented in this study. The main tool used in

this study for calculating statistical power was the power table method developed by Jacob Cohen. Each statistical test was treated as one unit and the alpha level was uniformly adjusted to be .05 for each statistical test. Three standard levels of effect size calculation and each article's true sample size were set as the final parameter.

The median overall statistical power for the quantitative articles in the JRME from 1987 through 1991 was calculated to be .13, .64, and .97 for small, medium, and large effects. Several reasons for the inadequate statistical power found in the JRME are discussed, beginning with the original parameters of power analysis: alpha, sample size, and effect size. In addition, many inadequacies in overall quantitative research design were uncovered that might have an adverse effect on statistical power. The study concludes with a discussion of the effects of attention to power on the future of the field of music education research.

**"THE USE OF THE REICHENBERG AND RAPHAEL INTERPRETATION OF THE BENDER GESTALT TEST FOR IDENTIFICATION OF ABUSED CHILDREN IN AN EDUCATIONAL SETTING"**

John Sutton, Rebecca Nolan, and Merikay Ringer, Louisiana State University, Shreveport

The purpose of the pilot study was to determine the potential utility of the Reichenberg and Raphael (R&R) interpretation technique of the Bender Gestalt Test (BGT) in the identification of sexually and/or physically-abused children. The BGT is used with relative frequency for assessment of children in the school setting. It could become a useful device for the early identification of children who are evidencing behavioral problems in the classroom as the result of sexual/physical abuse.

The Bender drawings of fifteen school-aged males and females who had been identified as sexually/physically abused were examined using the R&R technique. The designs were rated independently by three examiners. Consensus consisted of agreement among two out of the three raters. Information obtained for the rating system was then compared with the case histories of each subject. In all fifteen cases, the R&R technique indicated the presence of sexual conflicts associated with abuse.

The results of this pilot study provide a potential new methodology for the interpretation of the BGT. It should provide education personnel with a new tool for the identification of children who are the possible victims of abuse.

**"INDIVIDUAL DIFFERENCES IN COMPUTERIZED ADAPTIVE TESTING"**

JinGyu Kim, University of Alabama

As a product of recent item response theory research and advances in microcomputer technology, computerized adaptive tests can adapt themselves during administration according to student performance on each test item. How individual differences among examinees were systematically related to the adaptive testing strategies has not been extensively studied. The purpose of this study was to critically review the research on the major computerized adaptive testing strategies and to report the findings of some studies that examined the effects of examinee demographic and psychological characteristics on the computerized adaptive testing.

In this review, the following three adaptive testing strategies were discussed: fixed-branching strategies, statistically branched strategies, and alternative strategies. The basic findings were that examinees of different ethnic, gender, age, ability, academic self-concept, test anxiety, computer anxiety, and computer experience groups were differentially affected by the adaptive testing strategies. These findings have implications for equity in testing, the empirical evidences of test validity, and more practice items.

**9:00 a.m. - 9:50 a.m.    ATTITUDES    (Discussion)..... Diamond A**

**Presenter:**                     Dorothy D. Reed, Headquarters Air University

**Presenters:**                    "CONCERNS OF TEACHERS IMPLEMENTING AN INNOVATIVE HANDS-ON SCIENCE MODULAR CURRICULUM"

Sharon H. Harwell, University of Alabama, Huntsville

One important aspect in the success of implementing an innovative method of teaching is the concerns and attitudes of teachers. This study documents concerns of K-6 teachers involved in first-year

implementation of an innovative Hands-On Science Program (funded in part by NSF) designed to assist teachers to systemically change from a didactic to an activity, inquiry-based approach to teaching science. Changes in concerns of 322 teachers were measured using the Stages of Concern (SoC) Questionnaire, an instrument measuring Self, Task, and Impact concerns.

A grade-by-grade comparison of pretest and posttest means for SoC group profiles reflected high concern for Self and Task dimensions and low Impact concerns. A reduction in relative intensity for Self and Task Concerns and an increase in Impact concerns demonstrated a general progression of change in intensity of concerns four weeks into program implementation. High frequencies for peak stage concerns aggregated in the Self and Task dimensions (pretest 85%, posttest 77%) while second highest peak stage frequencies indicated Self concerns.

Evidence as reflected in the three dimensions of Self, Task, and Impact concerns supported SoC developmental claims. Program facilitators modified instructional delivery to address personal and management concerns and maximize successful implementation.

#### **"A COMPARISON OF KOREAN AND AMERICAN STUDENTS' ATTITUDES ABOUT SCHOOL"**

Soo-Back Moon, Hyosung Women's University, and JinGyu Kim and James E. McLean, University of Alabama

Considerable research has centered on the comparison of achievement and ability levels of students from the United States of America (US) and foreign countries. Almost no research has compared the attitudes of these students. The purpose of this study was to compare students from the United States and Korea regarding their attitudes towards school, their perceived responsibility for learning, and their perceived relationships with teachers.

The study was based on samples of 600 Korean and 20,118 US students in grades 7-12. These students were given three instruments from the Bills' System for Assessing Affectivity--Feelings About School, Locus of Responsibility Scale, and the Relationship Inventory. These instruments were given in the native language of the students in both countries. It was found that U.S. students were more positive towards school, had higher regard for others, were more empathetic in their understanding, had more unconditionality of regard, and had a stronger congruence of beliefs. However, both US and Korean students tended to be more teacher- than student-centered. It should be noted that although the translation of the instruments was checked through back-translation, the items may be understood differently by Korean and U.S. students. Item level analyses provided clues to these differences.

#### **"MULTICULTURAL ATTITUDES AND COMPETENCIES OF TEACHER EDUCATION GRADUATES"**

Kenneth Clawson, Eastern Kentucky University

The purpose of the study was to assess the attitudes of graduating teacher education students toward issues related to educating minority, populations and their proficiency in desired competencies. Responses were obtained from 234 preservice teachers using multicultural opinion surveys and a multicultural teaching scale. The graduates are 95% white, 70% female, and 69% were 21-25 years old. The responses show students' beliefs about people of other races and minorities including questions of prejudice, race relations, and teachers' relations to minorities. Students' competence in developing learning materials and instructional activities to create appropriate multicultural learning environments were also assessed.

A SAS system was used to analyze the responses on Likert scales of "don't believe" to "believe completely" on two multicultural opinion surveys and on one instrument from "little competence" to "extreme competence" on a multicultural teaching scale.

The results show that the respondents are not prejudiced and feel strongly that teachers must help minority children learn. A majority are competent on many instructional strategies to help all students learn and appreciate one another. However, over a third are not confident of their competencies in creating a learning environment in a multicultural society.

#### **"A VALIDATION OF THE TEACHER BELIEFS INVENTORY IN HIGH- AND LOW-FUNDED SCHOOLS"**

Judy L. Giesen, University of Alabama

The purpose of this study was to validate the Teacher Beliefs Inventory (TBI) for measuring teacher expectancies, locus of control, stress, and job satisfaction. Eight-hundred forty teachers from a selected sample of Alabama schools completed the TBI. This study also examined whether these beliefs differed significantly between school levels (elementary, middle, and high school) and school funding (high- and low-funded schools).

Results of the principal component analysis and reliability analysis of the TBI indicated that the instrument was reliable and valid. A multivariate analysis of variance test for School Level by School Funding interaction revealed that teachers in high-funded schools had higher expectations for student achievement than teachers in low-funded schools. Elementary and high school teachers in high-funded schools accepted greater responsibility for student failure. High school teachers in high-funded schools reported greater job satisfaction.

The major conclusion of this study was that the TBI is a reliable and valid instrument. Further, it was concluded that school funding, school level, and teacher beliefs are related. Results were discussed in relation to previous findings and to the usefulness of the TBI as a measure of teacher beliefs.

**9:00 a.m. - 9:50 a.m. CREATIVE PROBLEM SOLVING IN PURSUIT OF A DOCTORATE: THERE IS HOPE (Symposium)..... Bayou Jean Lafitte II**

**Organizer:** Rosa L. Kennedy, University of Tennessee

**Presenters:** "OVERVIEW"  
Rosa L. Kennedy, University of Tennessee

Creative problem solving, a construct, presents a "visual" for "leaping barriers" in the "path" of pursuing a doctorate. The concepts are based on Amabile's *The Social Psychology of Creativity* (1983) and years of graduate student personal experience in every state of the doctoral process. Doctoral students at varying stages of degree completion share their insights and possible solutions to problems that graduate students sometimes encounter in a doctoral program. This symposium focuses on practical solutions to diverse sets of problems. Symposium participants encourage audience participation in an open question-and-answer session that follows the "panels."

**"A LOVE/HATE RELATIONSHIP: DISSERTATION TOPIC TO DOCTORAL COMMITTEE"**

Sally Blowers and Jackie Woodbury, University of Tennessee

Many issues, from choosing a dissertation topic to making a decision about the choice of an advisor and committee members, are presented in the context of "passionate" problem solving. What are the options if the working relationships within one's committee simply do not gel? Practical solutions to critical issues are presented and alternative "paths" are suggested.

**"CREATIVE PROCRASTINATION: EXCUSES EVERY STEP OF THE WAY"**

Donna Morrison and Donald Price, University of Tennessee

Have you ever had feelings of being an imposter about to be discovered? Have you built bird houses when you had scheduled your time for the writing of your proposal? Has your graduate assistantship taken every minute of the time you set aside for preparing your next presentation? Tall tales from real life experiences lead to strategies for finishing, including visual imagery, self-management of behavior, and turning weaknesses into strengths.

**"CART BEFORE THE HORSE: HUMOR AS A MEAN OF GETTING THROUGH"**

Gail H. Romer and Marcia Butler, University of Tennessee

Having a research project in process before completing comprehensive examination poses a "barrier" to motivation toward and focus on final goal completion, the degree. Accepting a faculty position before the oral dissertation defense often "rises" as a common experience in the final stages of acquiring the doctoral degree. Humor can provide a new perspective and framework, a means to "get through" the doctoral experience.

**"SUPPORT GROUPS/DOCTORAL STUDY: A COMPARISON"**

Rosa L. Kennedy and Doris Ivie, University of Tennessee

Doctoral students often experience a sense of isolation during the final stages of doctoral pursuit. Recommendations are presented toward organizing support groups both formal and informal. The formal support group offers the opportunity for setting and sharing realistic weekly goals and objectives followed by a report on resulting weekly accomplishments. The informal group, a "lunch bunch," provides social support, including adopting a sense of humor about all critical issues.

**9:00 a.m. - 9:50 a.m. ACHIEVEMENT (Discussion).....Bayou Jean Lafitte III**

**Presenter:** Jody Couch, State Technical Institute-Memphis

**Presenters:** "DO COURSES IN COLLEGE READING AND STUDY SKILLS IMPROVE COLLEGE STUDENTS' READING SCORES?"

Mary Catherine Cole and Aubrey W. Shelton, Mississippi State University

The problem of this study was to determine if college students improved their reading ability as measured by Nelson-Denny after enrolling in a one-semester college reading and study skills course.

The study subjects were 194 students enrolled in LSK 1023 College Reading and Study Skills at Mississippi State University from the fall semester 1990 through spring semester 1993. The students varied from freshman to seniors.

LSK 1023 is a three-semester-hour course. The 150 minutes of instruction per week included lecture, group work, individualized work, and one-on-one tutoring.

The Nelson-Denny Reading Test was used to measure reading skills. This test provides a raw score, percentile rank, and grade equivalent in vocabulary, comprehension, and combined vocabulary and comprehension. The vocabulary, comprehension and the total raw scores were used for this study.

Two parallel forms of the test were given, one at the beginning of the semester and the other at the end. Analysis of variance was used to compare the Nelson-Denny raw scores in the three areas to see if a significant difference existed.

**"A COMPARISON OF STANFORD ACHIEVEMENT TEST RESULTS AMONG REGULAR CLASS AND SPECIAL EDUCATION STUDENTS"**

Joe E. Walthall, University of Central Arkansas, and Charlene Walthall, Conway (AR) Public Schools

The purpose of the study was to compare performance on the Eighth Edition of the Stanford Achievement Test (SAT) of middle school and junior high school students enrolled in regular classroom settings and middle school and junior high school students enrolled in special education resource classroom settings. Scores for the spring 1993 administration of the test were obtained from a sample of 25 regular-class students enrolled in the seventh grade, 25 resource room students enrolled in the seventh grade, 25 regular-class students enrolled in the eighth grade, and 25 resource room students enrolled in the eighth grade.

Comparisons of standard scores were completed on five components of the test using a two-by-two factorial model. Components compared were Total Reading, Total Mathematics, Total Language, Basic Battery Total, and Complete Battery Total.

Results indicated that there were significant differences between placement groups in mean scores on all components tested. In addition, there was significant difference between grades on the Total Reading subtest, as well as on the Complete Battery mean scores. There was a decrease in mean scores among eighth-grade students on the Total Reading subtest.

**"ANALYSIS OF THE SAT-8: WHERE HAVE ALL THE GENDER DIFFERENCES GONE?"**

John R. Slate and Craig H. Jones, Arkansas State University; Patricia Clark Blake, Sloan-Hendrix (AR) High School; and Stacey Sloas, Harrisburg (AR) High School

Despite common assumptions to the contrary, recent studies indicate only inconsistent gender differences in verbal and mathematics/science achievement among secondary school students. That is current evidence suggests that males do not consistently out-perform females in math and science on standardized tests of achievement. Because most studies have used nonstandardized measures of academic achievement, however, additional research is needed to ascertain the presence of gender differences in academic achievement. Whether gender differences were present in the Stanford Achievement Test (SAT-8) scores of secondary students was investigated.

Two studies were conducted examining SAT-8 scores obtained from 206 students' permanent records at one secondary school in Arkansas (Study 1) and from 165 students' records at another secondary school in Arkansas (Study 2). All students took the SAT-8 in the spring of 1992.

In both studies, females obtained a significantly higher score than did males on the Spelling subscale. In Study 1 males did not out-perform females on any scale but did out-perform females on the Science in Study 2. The results and their implications are discussed within the context of recent research on gender differences in ability and academic achievement.

**"A COMPARISON OF ACADEMIC ACHIEVEMENT OF EDUCATION GRADUATES AND NONEDUCATION GRADUATES"**

Richard E. Peck and Aubrey W. Shelton, Mississippi State University, and Nancy M. Draper, University of North Alabama

The purpose of this ex-post-facto study was to determine if there was a difference between students with a major in education compared to a noneducation major using the cumulative grade point average of the following courses: English composition, humanities, mathematics, statistics, natural science, and public speech. A total of 418 subjects were analyzed based on the cumulated common courses. The population was selected and representative of the noneducation and education majors at Mississippi State University and Harding University of the May 1990 graduates.

There was not a significant difference at the .05 level in the mean score of students graduating with a major in education, elementary education majors, female elementary education majors, male elementary education majors, male secondary education majors, and students graduating with a noneducation major based on the cumulative grade point average of the common core courses. There was a significant difference at the .05 level of a significance in the mean score of students graduating with a major in secondary education and female secondary education majors and students graduating with a noneducation major based on the cumulative grade point average of the university core curriculum.

**10:00 a.m. - 10:50 a.m. EARLY CHILDHOOD EDUCATION (Discussion).....Bayou Jean Lafitte**

**Presider:** Richard Kazelskis, University of Southern Mississippi

**Presenters:** "HOMEWORK: IMPLICATIONS FOR SCHOOL ACHIEVEMENT"

Kusum Singh, Virginia Polytechnic Institute and State University

In this paper the empirical research on the effects of homework is reviewed. There is a surge of research interest in the role of manipulable factors in school learning. Assignment of homework is a manipulable variable that has been debated since the 1800's. The present paper first reviewed the studies of models of school learning that have used homework as an explanatory variable to examine its effect on achievement. Secondly, studies that investigate the role of homework time and quality in elementary grades, middle school, and high school were examined to assess if there are differences in the effect of homework according to grade levels. Finally, studies that have examined school learning were reviewed. Research findings were synthesized to assess if homework practices impact achievement. Research that was reviewed pointed to the positive impact of homework on school achievement. It was concluded that homework is an important manipulable variable with educational and developmental implications. Findings further suggested that homework can create a link between home and school. Finally, some promising areas of inquiry were suggested.

**"THE FACTOR STRUCTURE OF THE BEHAVIOR RATING SCALE OF THE BAYLEY SCALES OF INFANT DEVELOPMENT-II: CROSS-SAMPLE, CROSS-SECTIONAL, AND CROSS-METHOD INVESTIGATIONS OF CONSTRUCT VALIDITY"**

John D. Wasserman, Psychological Corporation; Bruce Thompson, Texas A&M University; and Kathleen Matula, Psychological Corporation

The original Bayley Scales of Infant Development (BSID) have been among the most popular measures of performance and aptitude of infants. The initial publication of the BSID prompted a host of investigations regarding the characteristics of infant intelligence. The revised Scales, the BSID-II, will doubtless spark at least as much research and attendant insight and controversy.

The present study was conducted to explore the construct validity of scores from the new Behavior Rating Scale of the new BSID-II. Investigated was the structure underlying scores across two different samples, both national standardization samples and samples consisting only of children with identified exceptionalities. Also, structure was explored across three age cohorts: children one to five months of age, children six to 12 months of age, and children 13 to 42 months of age. Finally, analyses were conducted using a variety of analytic methods (e.g., both first-order and second-order analyses). Researchers can vest the greatest confidence in conclusions when results are stable across various samples as well as across analytic methods.

**"DIFFICULTY IN IDENTIFYING DEVELOPMENTALLY APPROPRIATE PRACTICES: CONFLICTS WITH TRADITIONAL INSTRUCTIONAL PRACTICES"**

Dianne Lawler-Prince and John R. Slate, Arkansas State University

Developmentally appropriate practices (DAP) comprise guidelines developed by the National Association for the Education of Young Children regarding children's learning and development. As such, they are taught as a central component of early childhood teacher education programs. Because of its recency, however, no published research is available that examines the training of preservice teachers in DAP. In this study, the extent to which 158 preservice teachers could differentiate developmentally appropriate from inappropriate practices was analyzed.

Responses to two teaching scenarios were collected from 158 junior and/or senior early childhood teacher education majors from a university in the Mid-South. Subjects were accurate in identifying DAP, such as open-ended questions, and concrete materials and inappropriate practices, such as not permitting students recess and using overly abstract materials. Subjects exhibited significant difficulties in making inferences about DAP, such as the participation of all children, and cleaning up and in identifying inappropriate practices, such as forcing children to sit still and inadequate free choice time.

Though students recognized major DAP concepts, they exhibited difficulties in identifying inappropriate practices. This phenomenon may occur because students may be more familiar with traditional instructional practices now regarded as inappropriate for early childhood education.

**"OBSERVATIONS OF INSTRUCTIONAL TIME IN KINDERGARTEN CLASSROOMS: SUGGESTIONS FOR IMPROVEMENT"**

Clydean Hardy, Dianne Lawler-Prince, and John R. Slate, Arkansas State University

Variations in the manner in which teachers use instructional time can influence student learning. Moreover, teachers' use of student groupings, materials, and activities affect developmentally appropriate practices. In this study, how kindergarten teachers and children used instructional time in a centralized kindergarten program in a school district in the Mid-South was analyzed.

Eighteen 30-minute observations of 12 teachers were conducted during the spring, 1993 through use of the Classroom Check List (CCL; Stallings, 1975). Categories of student activities, student grouping during these activities, teacher-student interaction, and teacher use of instructional time were coded through three-minute observation intervals.

Interestingly, 46 instances of unoccupied children were recorded (26%) as well as 71 instances of time spent in transitioning from one activity to another (39%). Though variation existed in student grouping, whole-group instruction was the most common. As a result, teacher-student interaction was most frequent during whole-group instruction.

Implications for classroom teachers in relation to developmentally appropriate practices are

**FRIDAY, NOVEMBER 12, 1993**

discussed. Recommendations for effective use of time in kindergarten classrooms are provided.

**10:00 a.m. - 10:50 a.m. RESEARCH METHODOLOGY (Discussion).....Bayou Teche**

**Presider:** Georgia Napier, Jackson State University

**Presenters:** "THE USE OF ANALYSIS OF COVARIANCE: USER BEWARE"

Bernadette Delgado-Acosta, Texas A&M University

Educational researchers are often unable to randomly assign their subjects to groups because of practical or ethical considerations. When intact or existing groups are employed in research, some educational researchers attempt to correct for preexisting group differences by invoking so-called statistical controls. ANCOVA is among the most popular statistical control methods invoked by researchers who are willing to try to correct for preexisting group differences using statistical methods.

The present paper describes the assumptions of ANCOVA by exploring the logic of ANCOVA; i.e., what ANCOVA really is and how it really works. Small data sets are used to make this discussion concrete. It is suggested that ANCOVA must be employed with great caution by educational researchers and that, often, ANCOVA will not achieve the corrections desired when, in fact, the corrections are most needed.

"STRATEGIES FOR DETECTING OUTLIERS IN REGRESSION ANALYSES: A REVIEW"

Kristen Towne, Texas A&M University

Regression has become increasingly popular with educational researchers, as researchers have become less willing to convert intervally-scaled independent variables into the nominal scale simply to be able to conduct OVA analyses. The costs of such distortions have been increasingly recognized. The movement to use regression methods has also been accelerated by increased recognition that general linear model (GLM) methods subsume other methods, including OVA methods, as special cases.

The present paper explores the use of various strategies for detecting outliers. Outliers are discordant data points; i.e., persons' whole score profiles diverge appreciably from those of others in the data set. The difficulty is in detecting profiles that reflect true and meaningful differences in underlying constructs, as against outliers that are aberrant because subjects are not attending or are willfully giving inaccurate responses. Several strategies for detecting outliers are reviewed.

"THE IMPORTANCE OF POWER ANALYSIS IN REGRESSION RESEARCH"

Aitza Galarza-Hernandez, Texas A&M University

Educational researchers have increasingly recognized the limited utility of statistical significance testing. The null hypothesis is never exactly true in the population, so any null hypothesis will be rejected at some sample size. Because sample size is such a large influence on the results of statistical significance tests, some researchers have suggested that statistical significance simply must be interpreted in a sample size context. Power analysis is one vehicle for making such evaluations.

The present paper describes what power analysis is and how it can be employed to better effect by educational researchers. Small data sets and examples are employed to make the discussion more concrete. It is suggested that any study in which a statistical significance test will be invoked should involve a power analysis in the planning stages of the research project.

"WHAT MAKES  $r$  POSITIVE OR NEGATIVE?: AN EXPLORATION OF FACTORS THAT AFFECT  $r$  WITH AN EMPHASIS ON INSIGHT AND UNDERSTANDING"

Kavita Murthy, Texas A&M University

The Pearson product moment correlation,  $r$ , is commonly applied in educational research. Almost all researchers realize that  $r$  ranges between -1 and +1 and that negative coefficients indicate that the

bivariate relationship is inverse. Researchers also recognize that  $r$  only evaluates linear relationship and is not sensitive to curvilinear relationship. However, some researchers, if pressed, could explain exactly what makes  $r$  negative or positive, from a mathematical point of view, even though most researchers know what such results mean.

The present paper explores the factors that affect  $r$ , including those that impact its sign. The reasons for preferring  $r$  over the covariance are explored. The effects of additive and multiplicative constants on both  $r$  and on covariance are described. Small data sets and graphs are employed to make the discussion concrete.

**10:00 a.m. - 10:50 a.m. ADMINISTRATION (Discussion).....Bayou D'Arbonne**

**Presider:** Baxish S. Balam, Mississippi Valley State

**Presenters:** "ROLES AND RESPONSIBILITIES OF SECONDARY SCHOOL ASSISTANT PRINCIPALS"

A. June Scoggins and Harold L. Bishop, University of Alabama

The purpose of this review of literature was to examine roles and responsibilities and future direction of the position of the secondary school assistant principal. Several studies listed twenty duties common to the assistant principalship. These duties included the following in order of frequency of occurrence: discipline, attendance, student activities, staff curricular activities, athletics, community agencies, master schedule, fill in for principal, building operations, budget, reports, transportation, cafeteria, school calendar, and locks and lockers.

This review of the literature implied several things. It was an impossibility, according to the literature, for one person to carry out all the roles and responsibilities listed. The literature further showed that the principal largely determines the roles and responsibilities of the assistant principal, and that although the position of assistant principal is considered by many as a stepping stone to the principalship, it is also considered by others to be a bona fide administrative career position in and of itself. It was also evident from the literature that there are no set or standard responsibilities for assistant principals. One might conclude that a defined job description is needed.

**"A COMPARISON OF THE SCHOOL SUPERINTENDENT SELECTION PROCESS IN THE STATE OF MISSISSIPPI"**

Kay Barry and Charles E. Saul, Jackson State University

The purpose of this study was to compare the personal characteristics and selected school district variables of the 88 elected and 65 appointed school superintendents in the state of Mississippi. The study attempts to determine the most educationally efficient method of superintendent selection in terms of school district effectiveness.

Data obtained from Mississippi State Department of Education reports were analyzed to provide comparisons. Statistical analyses included means, chi-square, and the  $t$  test of independence. Data analysis with alpha at .05 denoted statistical significance.

The results of the study did not indicate a clear difference in the educational opportunities provided for students in Mississippi school districts, whether administered by elected or appointed school superintendents. Although the literature strongly supports the appointment method of superintendent selection, this study does not appear to provide enough empirical data on which to base a strong resolve toward either method.

**"AN ANALYSIS OF TENNESSEE SCHOOL SUPERINTENDENTS' OPINIONS ABOUT THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS"**

Kevin McShane and John R. Petry, Memphis State University

The problem was studied using a self-developed questionnaire returned by 63% of the population. The analyses performed on the data were descriptive statistics. Chi-square tests, Pearson's correlation coefficients, Friedman's test for ranks, and  $t$  tests were used.

There were significant responses between favoritism of national assessment exams and four variables: age, years of service, years in present position, and instructional expenditures. There were weak, yet positive, correlations between the respondents' opinion of how the school boards felt about national assessment with age and years in present position. There was also a weak correlation between commercial examinations and years of service.

With the chi-square test, there was more moderate agreement for national assessment than expected from those under 50 years-of-age. Those receiving fewer "Instructional Dollars" disagreed with national assessment. For those in their present positions less than five years, there were significant responses in favor of national assessment.

Ranking responses were analyzed using Friedman's method of ranks, and there was a significant result. It appears that the superintendents felt that they should be the group who should set testing standards.

"GENDER AND ADMINISTRATIVE DECISION-MAKING"

Norma T. Mertz and Sonja R. McNeely, University of Tennessee

A growing body of literature suggests that male and female administrators make decisions differently. To examine this assumption, aspiring and practicing administrators were asked to make decisions on events in school-based scenarios. The respondents were to choose among the decision options or write their own if no option seemed to be appropriate.

Data were analyzed qualitatively and quantitatively. The choices were tallied, and the respondents' comments and additions to questions were analyzed in terms of patterns relative to group affiliation (male or female, aspiring or practicing, elementary, middle or secondary, rural, urban or suburban district). Researchers individually analyzed the qualitative data, and only those patterns about which there was no disagreement were reported.

While decision differences emerged on the basis of gender, as a group, established administrators were much more alike than different in their responses. More individual differentiation was discernable in the responses of the aspiring administrators. The results of this study suggest that, although differences in decision making (on issues of teacher involvement, avoidance of confrontation, sharing of power, for example) may exist in aspirants, it appears that the process of active administrative involvement provides a training that tends to bring everyone to a similar decision-making position.

10:00 a.m. - 10:50 a.m. COUNSELING (Discussion).....Diamond A

President: John Bowling, Texas A&M University

Presenters: "FAMILY ADAPTABILITY AND COHESION AMONG ADULT FEMALE EATING DISORDERED SUBTYPES"

William Kolodinsky, Mississippi State University

The purpose of the study was to determine the differences in perceived family of origin adaptability and cohesion levels among adult females being treated for eating disorders. Four distinctive eating disorder subtypes are emerging from clinical theory and were used in this study: anorexia, bulimia, anorectic-bulimia, and compulsive overeating. Previous research illuminated differences between family of origin functioning of anorexics and bulimics. Studies involving the other two groups on this issue have been nonexistent.

Measures of family of origin adaptability and cohesion were obtained from 140 eating-disordered adult females. The Family Adaptability and Cohesion Evaluation Scale was used to measure family adaptability and cohesion. Adaptability ranged from rigid to chaotic. Cohesion scores measured togetherness and spanned from enmeshed to disengaged. Healthy family functioning scores occupy middle ranges on each.

A multivariate comparison of mean levels of adaptability and cohesion was significant ( $p < .05$ ), indicating that differences between groups on adaptability and/or cohesion were obtained. Bulimarexics rated their families as the most dysfunctionally extreme. Families of compulsive overeaters scored in more balanced ranges. Consistent with previous research, mean scores for families of anorexics were more enmeshed than the other groups. The results offered etiological and interventive implications for clinicians.

**"A REVIEW OF WORK-RELATED STRESS IN LAW ENFORCEMENT"**

Steve L. Whatley, Tammie G. Bagley, and Ralph M. Wilson, Louisiana Tech University

The purpose of this review of the literature was to investigate specific work-related stressors and stress management interventions for law enforcement personnel. Today's law enforcement officers constantly face many dangers that often lead to acute or chronic psychological or physiological problems. Officers have been expected in the past to accept these stressors as an inherent part of their job, and little attention was given to assisting them in coping with job-related stress.

The literature revealed that more and more police officers are suffering the same kind of stress often associated with a combat veteran. In recent years, law enforcement administrators have begun to take a broader view of stress in their workplace and have shifted their attention to training novice and veteran officers in stress management techniques.

It is important that psychologists assist law enforcement in identifying and measuring stressors in the workplace and in developing and delivering stress management interventions.

**"A CONFIRMATORY FACTOR ANALYSIS OF THE HENDRICK-HENDRICK LOVE ATTITUDES SCALE: IMPLICATIONS FOR COUNSELING"**

Andrea Rotzein, Tammi Vacha-Haase, Kavita Murthy, Donna Davenport, and Bruce Thompson, Texas A&M University

Researchers have increasingly become interested in the phenomenon of love, the influence of romantic love on peoples' experiences of life, and the impacts on health of the loss of romantic love. Probably the most popular measure of perceptions of love is the Love Attitudes Scale developed by the Hendricks. However, data from the measure have most frequently been evaluated using exploratory factor analytic methods. These methods do not directly test theories or models.

The present study was conducted to use confirmatory analyses to investigate whether the Love Attitudes Scale does measure the six "colors" of love delineated by Lee. Data were collected from samples of students, comparable to those employed by the Hendricks in their previous research, to facilitate meaningful comparison of results. Our results suggest that the factor structure underlying responses is not exactly the structure hypothesized by the measure's authors.

**"PARENTS' KNOWLEDGE OF AND ATTITUDES TOWARD SUICIDE, DEATH, AND THE GRIEVING PROCESS"**

Michael Hodges, Oak Grove (AR) Middle School, and John R. Slate and Craig H. Jones, Arkansas State University

Because of societal concerns about suicide among school-aged children, educational programs about death are being implemented in elementary and secondary schools. Parents of fifth- and sixth-grade students at a middle school in Northeast Arkansas were interviewed to ascertain (1) their knowledge of and attitudes toward death, suicide, and grief and (2) their support for school programs dealing with these issues.

A questionnaire was completed by 118 parents. Results revealed that parents typically supported death education, suicide prevention, and grief counseling in the schools. In addition, the parents who exhibited the most accurate knowledge expressed more positive attitudes and more support for schools offering educative programs than did other parents. Although parents with personal knowledge of someone who had committed suicide exhibited more accurate knowledge than did parents who lacked such personal experiences, personal knowledge of a suicide victim was not related to support for school programs in these areas. Gender and age of the parent were unrelated to knowledge, attitudes, or support for school programs. Finally, most parents were unaware that Arkansas Act 908 and 1991 mandated that schools provide suicide prevention and related programs. Implications for school personnel are discussed.

**10:00 a.m. - 10:50 a.m. MEASURING EXPERT SCIENCE TEACHING: EXPERT SCIENCE TEACHING EDUCATIONAL EVALUATION MODEL (ESTEEM)  
(Symposium).....Bayou Jean Lafitte II**

**FRIDAY, NOVEMBER 12, 1993**

- Organizer:** Judy Burry-Stock, University of Alabama
- Presenters:** "OVERVIEW"  
Judy Burry-Stock, University of Alabama
- "EXPERT SCIENCE TEACHING EDUCATIONAL EVALUATION MODEL (ESTEEM)"  
Judy Burry-Stock, University of Alabama
- "SELF-REPORTED"  
Melanie Turner, University of Alabama
- "STUDENT OUTCOMES: A CONCEPT MAPPING APPROACH"  
Jim Lacefield, University of Alabama
- "CHARACTERISTICS OF EXPERT SCIENCE TEACHERS: WHAT PRINCIPALS AND STUDENTS HAVE TO SAY"  
Kathleen Pittman, University of Alabama

ESTEEM was developed according to the constructivist perspective that provides a theoretical basis for teaching and learning behaviors focusing on student-centered teaching that promotes meaningful, conceptual learning. The teacher evaluation instruments in the ESTEEM are therefore rooted in the philosophy that it is the teacher's duty to provide the best process and environment for enhancing students' learning (Burry-Stock & Oxford, in press). The ESTEEM was developed as a three-year project funded by the U.S. Office of Educational Research and Improvement (OERI) through the Center for Research on Educational Accountability and Teacher Evaluation (CREATE) housed at Western Michigan University. The model was implemented during the 1992-1993 school year as a peer and self-report professional development project with the Alabama Science Teaching and Learning Center's professional development project funded by the Dwight D. Eisenhower Mathematics and Science Program (PL 100-297) overseen by the Alabama Commission on Higher Education (Burry-Stock, 1993).

ESTEEM views expert science teaching as teaching practices and duties of a teacher. Thus, the instruments in the model measure teaching performance and variables that have a strong relationship to student performance (Burry-Stock, et al., 1992). Michael Scriven's duties-based model for teacher evaluation (1991) includes the five categories: (1) subject matter knowledge, (2) skills in teaching, (3) skills in assessment, (4) professionalism, and (5) other contributions to the school. This highly useful model was adopted by ESTEEM and serves as the vehicle for peer-evaluation and self-evaluation for science teaching.

ESTEEM includes numerous general data collection instruments that are called rubrics. Rubrics are performance measures used to quantify descriptions of expert science teaching that include both teacher and student behaviors. Each instrument (rubric) measures a different facet of teaching. Teachers are ranked differently depending on the criteria used for different rubrics (Pittman, 1992); they might be high on one dimension and low on another. Each author will present the rubrics and the findings of the instruments from the ESTEEM. All of the instruments have data that suggest sound validity and reliability (Burry-Stock & Oxford, 1993). Judy Burry-Stock will present the Classroom Observation Rubric, Melanie Turner will present the self-report aspects of Expert Science Teaching Classroom Practices, Kathleen Pittman will present the Student Outcomes Assessment Rubric, and Jim Lacefield will present the Students Outcomes Concept Mapping Rubric. Other instruments will be covered in an overview of the ESTEEM by Judy Burry-Stock, who is the director of the project.

The ESTEEM is an attempt at empowering teachers with the means to grow professionally. It can be used as a self-report model or as a peer model. The ESTEEM has been implemented in Alabama with 34 teachers as both a peer and a self-report model. A brief summary of the 1992-1993 implementation will be presented as part of the overview.

**10:00 a.m. - 10:50 a.m. TEACHER EDUCATION (Discussion).....Bayou Jean Lafitte III**

- Presider:** Anisa Al-Khatib, Eastern Kentucky University
- Presenters:** "THE INFLUENCE OF WRITING REINFORCEMENT COURSES ON THE TEACHING PRACTICES OF STUDENT INTERNS"  
Beth H. Counce, University of Montevallo

The purpose of this study was to determine the influence of Writing Reinforcement (WR) courses on the extent to which writing was used by student interns and to determine what type writing assignments they gave during their internship. A sample of 66 elementary and early childhood majors who completed internships were given a 26-item questionnaire. Questions focused on whether the students felt WR courses influenced the extent and type of writing assignments they gave. Also, choices of the type of writing assignments, grading of assignments, and the influence of WR courses were given along with open-ended questions related to each.

Item responses were analyzed using frequencies and percents indicating how WR courses influenced the extent to which interns incorporated writing into their classes and the assignments they gave. The data revealed assignments were influenced through number, length and method of grading.

The results supported the significance of the University's Writing Across the Curriculum program. This information reinforced the importance of WR courses and demonstrated how future teaching practices involving writing may be influenced. These results also validate the necessity for WR courses in education because the writing concepts taught at the University were transferred to the interns' classrooms.

**"ASSISTIVE TECHNOLOGY: SPECIAL EDUCATORS' KNOWLEDGE AND ATTITUDES"**

Sonya C. Carr, Paula S. Currie and Carol S. Torrie, Southeastern Louisiana University

Given recent changes in federal laws (e.g., PL 101-476) and advances in various technological applications, it is essential that educators become more responsible for implementing technology to address individual needs of the disabled. The purpose of the study was to measure educators' attitudes toward uses of technology in special education and to identify training needs. Differences for educators working in rural versus metropolitan school systems were also examined.

A survey consisting of attitudinal (15 statements) and knowledge/skill (30 statements) sections was administered to 120 students enrolled in university graduate courses in special education. Analyses of the attitude responses revealed that the majority of teachers recognized the importance of technological applications, but did not necessarily view themselves as playing an important role. Data obtained in the knowledge/skill section indicated that subjects are generally novices in the area of assistive technology. Training needs were identified relating to acquisition of general knowledge and specific skills.

The results of this survey indicate that teachers need information about new technologies and additional training. Various competencies related to technological applications in special education have been identified, and university faculty must take a leadership role in preparing preservice and inservice teachers. Implications of findings are discussed.

**"AN EXAMINATION OF THE RELIABILITY OF A CAREER COUNSELING INSTRUMENT"**

Ann D. Chapman and Linward Doak, Eastern Kentucky University

The purpose of this study was to determine the test-retest reliability of The Personality Mosaic. The book containing this instrument is used in workshops, counseling centers and career counseling courses. A previous study found adequate internal consistency for the instrument's subscales. However, based on the current researchers' belief that test-retest data provide unique and important information about tests, this study was designed to obtain information regarding score stability.

Subjects for this study were 188 education undergraduates at a regional university. During the 1992-1993 academic year, subjects took the Personality Mosaic twice, with seven days between administrations. The results were analyzed using Pearson product moment correlations and chi-square analysis. Both analyses indicated little stability between test and retest scores. Pearson r's ranged from .02 to .22 for the subscales. Chi-square analysis revealed that initially most subjects described themselves as Social (51%) or Investigative (21%) Types; on the second administration, most subjects described themselves as Investigative (62%) or Conventional (16%) Types.

Important considerations when recommending the book containing this instrument and the need for professionals to reconsider acceptance of internal consistency as the only requirement for reliability are discussed.

**"CHANGING PERCEPTIONS OF EFFICACY: FROM STUDENT TEACHERS TO FIRST-YEAR TEACHERS"**

Linda K. Walker and Gloria D. Richardson, Mississippi State University-Meridian

The purpose of this study was to examine the changes in self-perception of efficacy of teacher education majors who were first surveyed as student teachers in 1992 and were again surveyed as first-year teachers in 1993. The instrument used was a self-constructed survey of thirty items related to the Mississippi Teacher Assessment Instrument competencies and indicators. The instrument demonstrated a Cronbach alpha of .9507 with a standardized item alpha of .9561.

Thirteen of the original sample of twenty-four returned the second survey. One-way analysis of variance indicated significant differences on these items: manages classroom interactions, uses audio-visual equipment, identifies and plans for exceptional learners, teaches reading/language arts effectively, demonstrates ability to work with groups of varying sizes, maintains accurate pupil records, and uses acceptable written and oral expression.

This continues a longitudinal study employing the instrument to measure self-perceptions of student teachers, first-year, and, ultimately, veteran teachers in regard to personal efficacy.

**11:00 a.m. - 11:50 a.m. TEACHER EDUCATION (Discussion)..... Bayou Jean Lafitte**

**Presider:** Ernest A. Rakow, Memphis State University

**Presenters:** "A MODEL OF THE CONTROL ORIENTATION OF PRESERVICE TEACHERS"

Eileen Lacour, Southeastern Louisiana University, and Richard Kazelskis, University of Southern Mississippi

The purpose of this study was to determine which of three proposed models of control orientation of student teachers best represents the underlying relationships among five variables hypothesized to affect pupil control. Measures of locus of control, socioeconomic status, knowledge of teaching, teaching efficacy, and pupil control using established instruments were obtained on one assessment occasion from a sample of 225 preservice teachers at the end of a dual student teaching experience.

A possible causal relationship was suggested among the variables of interest as represented by the hypothesized models. Linear structural relationship (LISREL) analysis was employed to examine each of the proposed models. The correlation matrix of the variables was used as input to the LISREL program.

Goodness-of-fit indices suggested that the three hypothesized models offered significant improvement over the structural null model. Comparisons among the models indicated that no significant difference existed between two models, but substantial improvement was demonstrated over the third representation.

Analysis of the data is presented in relation to the current literature and the complex relationships among the variables. Potential causes of the results and limitations of the study are discussed.

**"HOW'S THE CLIMATE IN TEACHER EDUCATION COURSES?"**

Mary W. Funderburk, University of Montevallo

Students in teacher education courses frequently read and hear about the importance of establishing and maintaining a positive classroom climate for their students. The purpose of this study was to determine what factors are important in establishing a positive classroom climate for students enrolled in teacher education courses and to assess students' perceptions of how well these descriptors are implemented.

A Likert-type scale of 40 items was completed by 207 University of Montevallo graduate and undergraduate students enrolled in education courses. For each item, students responded to the importance of that descriptor in establishing/maintaining classroom climate and the degree to which the descriptor had been implemented on the average in education courses they have taken. To determine if there were differences among groups by age, class standing, or GPA, these demographic data were gathered. Frequency distribution and percentage comparisons were the primary methods of analysis; chi-square tests were used for group comparisons.

Results showed that students felt strongly about all of the descriptors' importance in establishing and maintaining classroom climate, and they perceived that these could be implemented to a higher degree in teacher education courses. Implications include that education faculty need to "practice what we preach."

**"PRESERVICE TEACHER EDUCATION: PERCEPTIONS, ATTITUDES AND PROGRAM EFFECTS"**

Margaret B. Bogan, Carol Uline, and Stanley E. Easton, Jacksonville State University, and Jeffrey Kromery, University of South Florida

The purpose of this study was to (1) ascertain the perceptions held about the nature of teaching/students, (2) investigate the development of attitudes towards the profession, (3) determine the learning expectations, and (4) obtain a better understanding of program effects on preservice secondary teachers completion of a secondary-methods course/practicum experience. Measures were obtained from a sample of 23 preservice teachers immediately prior to and following participation in a 100-hour practicum experience. An 11-item Factors in Academic Performance (FAC) scale and open-ended questions were used.

Responses to open-ended questions on the nature of teaching, teacher responsibility, and caring in the classroom were categorized and reported as percentage of responses in each category. Responses to the FAC yielded moderate correlations between items ( $r=0.60$  and  $r=0.71$ ). Data were subjected to the correlated means T-Test, with significant differences reported at the ( $p<.05/.01$ ) levels. Effect sizes were calculated to determine the amount of change from the pretest to the posttest; they ranged from  $\&=-2.31$  to  $\&=.67$ .

Interpretation of data suggested redesigning the program, especially the process for selecting cooperating teachers and strategies for developing their mentoring skills.

**"CONSTRUCT VALIDATION OF AN INSTRUMENT MEASURING TEACHER CAREER MOTIVATIONS"**

Charlotte M. Ferrell, Natchez-Adams (LA) Public Schools, and Larry G. Daniel, University of Southern Mississippi

Many researchers have attempted to determine why people select teaching as a career. Studies of this type are important because they yield data useful to the recruitment of teachers. Many of these studies have used quantitative instruments featuring lists of reasons one might enter teaching to which subjects respond using a checklist or continuously-scaled Likert format. Although such instruments have been used for some 80 years, there have been relatively few attempts to validate the instruments.

In the present study, the authors report results of an effort to establish the construct validity of such an instrument. A 58-item instrument was developed based on other previous instruments and on ideas germane to theories of career motivation found in the literature. The items were initially categorized according to eight career motivation orientations found in the literature.

The subjects ( $n = 255$ ) included both teacher education students and inservice teachers. Responses were factor analyzed using both oblique and orthogonal rotations. Several viable factor solutions were interpreted, with the eight proposed motivational orientations roughly evident in the interpreted factors. Suggestions for improving the instrument and for substantively applying it in teacher education research are offered.

**11:00 a.m. - 11:50 a.m. LANGUAGE (Discussion)..... Bayou Teche**

President: Susan Kappelman, Jefferson Parish (LA) Public Schools

Presenters: "A COMPARISON OF SPONTANEOUS AND WORD PROCESSED COMPOSITIONS IN A THIRD-GRADE CLASSROOM"

Edward L. Shaw, Jr., University of South Alabama; Ann K. Nauman, Southeastern Louisiana University; and Debbie Burson, E.R. Dickson Elementary School (AL)

The objective of this study was to determine if supervised writing can be affected through the use of word processing programs. Specifically examined was the quality of writing: grammar, spelling, punctuation, and creativity. The study addressed the following concerns: when students use computers as opposed to performing the same task with paper and pencil, if students are more comfortable performing spontaneous writing tasks on computer, if the ability to compose directly on the computer is a product of practice or instruction, if keyboard skills are essential to successful performance on computers, and how extensive instruction in the use of the computer program must be prior to the student's receiving a spontaneous writing assignment.

**FRIDAY, NOVEMBER 12, 1993**

There were two methods involved in the research: first, the normal classroom writing assignments that correspond to the textbook; second, using the IBM lab during regularly scheduled computer time. Prior to beginning spontaneous writing assignments, students were taught word processing skills.

From this study and the pilot study results revealed that the handwritten submissions were significantly longer than word processed versions, there were more punctuation errors in the computer reports, and spontaneous writings appeared less creative and demonstrated less imagination than those from "story-starter" texts.

**"THE EFFECTS OF SELECTED PREWRITING TREATMENTS ON THE WRITTEN DISCOURSE OF FIFTH-GRADE STUDENTS"**

Bruce. F. Brodney, University of Southern Mississippi

This study was designed to determine the effects of four prewriting treatments (i.e., reading paired with prewriting, prewriting only, reading only, and neither reading nor prewriting prior to composing) on expository compositions written by fifth-grade students. The subjects included five classes of fifth-grade students (n=120) randomly assigned to classes at the beginning of the 1992-93 school year.

Three scoring systems were used to measure the quality of students' compositions: a T-Unit measure, a holistic scoring measure, and an analytic scoring measure. Multivariate analysis of covariance (with reading comprehension achievement scores on the Stanford Achievement Test as the covariate) was used to compare the effects of the four prewriting treatments on six dependent measures: holistic measure; analytic sub-area measures of ideas, organization, style, and mechanics; and the Total-Words-Per-T-Unit measure. Findings indicated that type of prewriting treatment does significantly effect scores on expository compositions as indicated by the significant ( $p<.001$ ) multivariate F-ratio. Reading paired with prewriting was found to be the most effective prewriting instructional methodology.

**"ANALYSIS OF LEARNING CONCEPTIONS BASED ON THREE MODULES"**

E. Langston Haygood and Asghar Iran-Nejad, University of Alabama

Bereiter proposed two contextual modules that students use in their approaches to learning: a school work module (SWM) and an intentional learning module (ILM). Iran-Nejad proposed a third interest-creating discovery module (ICDM) from the viewpoint that learning is the reorganization of one's own knowledge, as opposed to the internalization of external knowledge as suggested by the Bereiter modules, and that such reorganization is the source of interest and discovery. While Bereiter's research seemed to support his two-fold analysis, Iran-Nejad's module was added in a three-fold construct-based inventory to examine the structure of the conceptions underlying approaches to academic learning.

The inventory measured three conceptions of learning corresponding to the above three modules: (a) learning as straight internalization of external knowledge (Bereiter's SWM), (b) constructive internalization of external knowledge (Bereiter's ILM), and (c) reorganization of one's own knowledge (ICDM). College undergraduates completed the inventory. A three-factor analysis of the findings revealed no separation of SWM and ILM. ICDM, on the other hand, clearly segregated from the SWM-ILM mixture. The implication of the findings for academic learning and motivation are discussed.

**"LINKING LEADERSHIP AND COMMUNICATION THEORIES BY THE PRINCIPLE OF RELEVANCE"**

Ira E. Bogotch and Cynthia Roy, University of New Orleans

The relationship between communication and leadership is rooted historically in organizational and management theories. Specifically within school organizations, whether in classroom or administrative settings, communication is empirically viewed as being almost the whole (from 85% to 100%) of teacher and principal worklife. Yet, exactly how communication and leadership are related remains unclear.

Within the behavioral science paradigm, leaders need to know (1) how to communicate (i.e., have the ability or skill) to other individuals, (2) how to relate communication to organizational goals, and (3) how to use communication channels effectively (i.e., have good public relations). In each instance, leadership is seen as a larger construct than communication, while communication is reduced to a normative behavior or acquired skill. Missing from such discussions is the possibility that communication itself may be a practical leadership

paradigm.

This study explored the proposition that communication theory might be a practical paradigm for educational leadership. The paper limits the discussion to one particular pragmatic communication theory labeled the principle of relevance. In so doing, communication is discussed in terms of transformational, symbolic, and cultural leadership. These conceptions of leadership expect others not simply to follow literally what is communicated, but, rather, to follow the spirit (or inference) of what is meant. Thus, both communication and leadership are more than the encoding and decoding of messages. The argument proceeds to ground the above leadership theories in pragmatic, social, and contextual situations, those found within everyday school activities.

11:00 a.m. - 11:50 a.m. MULTICULTURAL (Discussion)..... Bayou D'Arbonne

President: Jane Nell Luster, Louisiana Department of Education

Presenters: "TEACHERS' PERCEPTIONS OF EFFECTIVE CLASSROOM MANAGEMENT WITHIN AN INNER-CITY MIDDLE SCHOOL"

Catana L. Turner, Carson-Newman College

The purpose of this study was to gain descriptive information about teachers' perceptions of effective classroom management within an inner-city middle school. Thirteen experienced classroom teachers currently teaching within one inner-city middle school were interviewed about their classroom management behaviors. All of the interviews were audiotaped and transcribed for data analysis.

Transcripts of the interviews were subjected to content analysis to discover themes in the teachers' responses. All categories that emerged from this analysis underwent peer examination as a means of ensuring internal reliability. Three themes emerged from this data analysis. Teachers believed that (1) effective classroom management within an inner-city school hinged primarily on controlling student behavior and secondarily on academic planning and organization, (2) academic and behavioral expectations should be significantly lowered for inner-city students, and (3) behavioral and academic problems manifested by students in the inner-city school were a result of values taught in the home and that these values were often contradictory and detrimental to school values.

The findings of this study supported the literature related to the negative perceptions of teachers within inner-city schools. A major implication derived from this study was that prospective and current teachers need training in multicultural education.

"MULTICULTURAL VARIABLES OBSERVED IN SCHOOLYARD PLAY: IMPLICATIONS FOR SUPERVISION"

Victoria Dahmes, Orleans Parish (LA) Public Schools, and Ira E. Bogotch, University of New Orleans

The purpose of this study was to determine the conditions under which gender, age, and race influenced children's playground interactions within a multicultural urban school setting. Through ethnographic methods (observations of both children (n=620) and supervisors and interviews with supervisors (n=4)), descriptive themes were derived from the playground behaviors of elementary (K-6) school students. Of the children observed, 46.7% were African-American, 34.5% Caucasian, 15.7% Asian, and 3.1% Hispanic.

Of the variables affecting student play behaviors, gender was the easiest to observe: gender-specific behaviors were documented in terms of playground location and types of play. Aggressiveness was most often discussed as a feature of K-4 male play behaviors. As males entered the fifth grade, aggressiveness declined and student organized games increased. Asian students were the most visible group to display racial-cultural exclusivity; that is, to engage in games that did not welcome participation by non-Asians. The Hispanic groups was most likely to interact with others on the playground. African-American and Caucasian children often played with each other, but never in equal numbers. The entry of Caucasian children into predominantly African-American games was often predicated by the physiological skill levels of the participants. In large areas of the playground, where expansive lateral movement was possible, play was more egalitarian.

"WORK VALUES: DIFFERENCES BETWEEN AFRICAN-AMERICAN AND HISPANIC STUDENTS INTERESTED IN HEALTH CAREERS"

Beverly Dolenz Walsh, Texas A&M University, and Judith Dresden and William A. Thomson, Baylor College of Medicine

Ethnic minority students pursuing careers in health and medicine continue to be under-represented. Hoyt (1989) proposes that ethnic minorities experience external and internal barriers to achieving career goals. The purpose of this study was to investigate what internal barriers, expressed by work values on The Values Scale (VS), differ between African-American and Hispanic students interested in health careers.

Participants were 322 students, 102 African-American and 220 Hispanic, enrolled in summer enrichment programs sponsored by Baylor College of Medicine. The mean age was 16.55 (SD = 3.28). Discriminant function analysis results produced a canonical correlation coefficient of .470 (Wilks' lambda = .780),  $X^2(21, 322) = 77.09, p < .001$ , indicating a difference between African-Americans and Hispanics on the VS. Investigation of both standardized discriminant function coefficients and structure coefficients revealed that the scales "Cultural Identity" and "Economic Security" best contributed to predicting between group differences on the VS.

African-Americans, more than Hispanics, emphasized the work values of Cultural Identity and Economic Security. For this sample, African-Americans placed more value than Hispanics on working with people who are accepting of their ethnic group. Also, African-Americans in this sample placed more value than Hispanics on stability and security within the work place. Group comparisons to national norms are also discussed.

**"THE EFFECTS OF SOCIOCULTURAL FACTORS ON THE NAVAJO LITERACY ENVIRONMENT"**

Diane Greene, Mississippi State University

The purpose of this ethnographic study was to begin the process of identifying the effects of sociocultural factors on the literacy environment of Navajo children. Home, school, and community literacy characteristics were determined by researcher-designed surveys, structured and unstructured interview protocols, field notes, and 12 months of participant observation at Pinon Unified School District #4, Pinon, Arizona on the Navajo reservation.

The sample population consisted of 20 Navajo, Hopi, and Anglo students in two sixth-grade classrooms. Sociocultural factors investigated included home, school, and community discontinuities and cultural dissonance. Ethnographic data collected were analyzed according to procedures described by James Spradley, Lincoln and Guba, and Michael Quinn Patton.

The findings of this study are unique because they apply to a culturally specific setting. Anemic view of Navajo cultural traditions revealed a negative impact on contemporary literacy learning. These Navajo children achieved literacy in varying and individual ways. However, cultural dissonance observed and experienced created home, school, and community tensions that increased student absenteeism, decreased parental involvement, decreased student effectiveness, and increased teacher anxiety and ineffectiveness.

**11:00 a.m. - 11:50 a.m. COMPUTER EDUCATION (Discussion).....Diamond A**

President: Janet C. Richards, University of Southern Mississippi-Gulf Coast

Presenters: "COMPUTER LITERACY AND INFORMATION LITERACY: ACADEMIC ASPECT"

Doris Lin and Kwoting Fang, Mississippi State University

The objectives of this study centered on discussing the different characteristics between computer and information literacy and providing guidelines of computer and information literacy requirements for business graduates employed in entry-level positions.

The questionnaire approach was used as the method of collecting data. A set of 30 skills/abilities, including computer and information literacy, that outline the skills/abilities are needed by business graduates entering the workforce. Subjects were 223 randomly selected faculty members of the American Assembly of Collegiate School of Business (AACSB); 102 usable responses were collected, representing a 46% response rate.

The results indicated that the top five computer literacy needs are the ability to (1) use software packages (4.50), (2) control data access (4.31), (3) use/understand documentation (4.15), (4) execute specific application systems (3.88), and (5) create effective documentation (3.77). The top five information literacy needs are the ability to (1) perform object-oriented system analysis (5.19), (2) develop effective databases (5.06), (3)

create data communication (5.00), (4) design collaborative work applications (4.82), and (5) implement a new system (4.76). All of the top five information literacy needs were rated higher than the top five computer literacy needs.

It appears that as they move toward an information society, students may actually need to go beyond computer literacy and demonstrate information literacy.

**"PERCEIVED USEFULNESS, EASE OF USE, AND USAGE OF HYPERCARD: A CAUSAL ANALYSIS USING THE LINEAR STRUCTURAL RELATIONS MODEL"**

Kwoting Fang, Mississippi State University

The purpose of this study was to investigate the perception of the ease of use and usefulness scales as predictors of actual usage of HyperCard and, further, to employ a structural equation to present the causal relationship between the characteristics of the ease of use, usefulness, and usage of HyperCard.

The questionnaire approach was used as the method of collecting data. Subjects were 104 students enrolled in seven sessions of "Microcomputer in Education" courses offered in the Department of Technology at Mississippi State University.

A linear structural relations (LISREL) analysis of the model was used to diagnose the quality of the model. The results of the LISREL model, including chi-square value is greater than the minimum statistical significance level of 0.05, normed chi-square (chi-square/df) less than 5, Goodness-of-Fit Index (GFI) and adjusted Goodness-of-Fit Index (AGFI) greater than 0.8, root mean square residual (RMSR) less than 1, and largest normal residual less than 1.96, seem to suggest that the model fits the data adequately.

Given the support for the proposed model in terms of overall fit properties, the usage of the HyperCard model is reasonably consistent with the perception of ease of use and usefulness data collected for this research.

**"ASSESSING THE EFFECTIVENESS OF COMPUTER-ASSISTED INSTRUCTION IN A COLLEGE HUMAN ANATOMY COURSE"**

George Anderson and Kenneth Clawson, Eastern Kentucky University

The purpose of this study was to test an hypothesis that nursing and allied health students would score significantly higher on human anatomy tests using biotest. Biotest was used for practice and reviews and was followed by the actual test using biotest terms. The hypothesis was tested with three tiers of students from high to low achievers based on previous test scores. There were 50 students. Biotest was used for tests one through three to establish levels of achievement. Students accessed the tests via the VAX computer.

Biotest is a computer data base of test items randomly accessed in desired multiples. The actual test items used to determine students' knowledge and understanding and to assign grades were selected by the instructor from the data base. Based on average scores on three prior tests, students were ranked in three tiers (high to low).

Students in tier two (middle) showed significant ( $p < .05$ ) gains using biotest. Students in tiers one (high) and three (low) showed no significant gains ( $p < .05$ ). The researchers recommend continued use of biotest as a learning tool in human anatomy. Students' responses were also positive.

**"IMPROVING UNIVERSITY INSTRUCTION: A STRATEGY FOR ASSISTING FACULTY MEMBERS"**

D. Shelby Brightwell and R. Dwight Hare, Mississippi State University

The purpose of this presentation is to present a protocol that allows college professors to analyze their behavior and responsibilities in the role of classroom teacher. This approach is based on principles of effective teaching derived from the research literature. A checklist of effective teaching behaviors is utilized by an observer to simply record the overt actions seen during one or more class meetings. The observer may be an academic department administrator or a colleague selected by the professor to assist with the process. Below are listed assumptions made by the authors about college faculty members and university policies: (1) the process is voluntary; any modification of teacher behavior will occur only if a professor sees a need to do so; (2) the information from the checklist is not to be used by an administrator to document the instructional quality; however, the professor has the prerogative to use said information for the purpose of achieving tenure, promotion or

**FRIDAY, NOVEMBER 12, 1993**

increase in salary; (3) the option to discuss the results of the checklist lies with the one observed; and (4) the total process brings attention to current research findings on effective teaching and may lead to discussions and information exchange among faculty members in the academic department.

**11:00 a.m. - 11:50 a.m. INSTRUCTION (Discussion).....Bayou Jean Lafitte II**

**Presider:** Barbara D. Davis, University of South Carolina

**Presenters:** "CREATIVITY ENHANCEMENT AS A FUNCTION OF CLASSROOM STRUCTURE:  
COOPERATIVE LEARNING VS. THE TRADITIONAL CLASSROOM"

Roselyn Ward Golovin, Columbus (MS) Municipal Schools

The purpose of this study was to determine the effectiveness of creativity training in a cooperative learning classroom as opposed to the more traditional classroom setting. The study was conducted with 159 fifth-grade students in the Columbus, Mississippi schools. A two-week, 10-hour creativity unit was presented to 119 students (40 students being in the non-treatment control group).

A modified control group, posttest-only experimental design (two treatment groups, one control group) was used. Data were derived from the Torrance Tests of Creative Thinking, Form A, administered immediately after the treatment, and Form B, 60 days later. Multivariate comparisons were made and effect sizes were determined. Results on the verbal subtests showed that students in the traditional classroom settings fared better immediately after the training, but students in the cooperative learning group appeared to have retained what was learned over the 60-day delay period. The results of the figural subtests were inconclusive.

Results of the research are discussed. Implications for the classroom are also addressed.

"CORRECTING IMPAIRED STUDENT SELF-CONCEPTS: AN INSTRUCTIONAL LEADERSHIP STRATEGY FOR TEACHERS AND PRINCIPALS"

Jesse L. Rancifer, University of Central Arkansas

The purpose of this study was to identify instructional leadership strategies that teachers and principals could use to improve learning outcomes of students with impaired self-concepts. A sample of about 75 graduate school students studying school leadership, which consisted of practicing school teachers and administrators, was used to collect the data. Each graduate student participating in the study completed a 20-item opinionaire.

Percentages were used to analyze the frequency of items in the opinionaire. The opinionaire was designed to measure the frequency of four areas (success, teaching, reward and feedback/followup) affecting student learning by developing five statements relating to each category.

A preliminary analysis of data appears to suggest that of the four areas clustered with five statements in each that the items in the opinionaire relating to success have the greatest effect on building the confidence necessary to increase student learning.

"RELATIONSHIPS AMONG TEACHERS' ASSESSMENT PRACTICES AND THEIR STUDENT OUTCOME AND STUDY SKILL DEVELOPMENT GOALS"

Linda Bol, Memphis State University, and Amy Strage, San Jose State University

This study examined the relationships between (1) teachers' student learning outcome goals and their students' study skill deficiencies and (2) their assessment practices. A lack of congruence between these factors might help to explain teachers' frustration with the effectiveness of their efforts to enhance student learning.

Ten high school biology teachers were interviewed individually about their teaching philosophies and practices. Additionally, all course documents were analyzed. Teachers' student-learning goals and the specific types of study skills they reported students to be deficient in were categorized. Test and practice items were rated on level of processing (whether the item required basic knowledge, integration, or application) and item format (recognition or recall).

Overall, teachers wanted their students to develop a general interest, understanding of the subject area and its real-world applications. They also wanted their students to develop higher-order study skills by

interpreting information, managing their time and effort, and thinking critically. But their assessment practices do not support these goals. On average, over half of the items (52% of test items, 53% of practice items) required only basic knowledge, while almost none required application (5% of test items, 4% of practice items). Nearly two-thirds (65%) of the test items were recognition items.

**"GENDER ISSUES AND THE MATH/SCIENCE CURRICULA: THE EFFECTS ON FEMALE STUDENTS"**

Kathleen T. Campbell and Cay Evans, Louisiana State University, Shreveport

Gender differences in performance on standardized math and science tests as well as attraction to math/science courses and careers have been attributed to biological, sociocultural, and natural ability factors. The controversial theory that males possess superior mathematics ability is related to the professional development of females because male-dominated careers with high status and financial rewards require skill in mathematics.

This study compared enrollment patterns in math and science courses of males and females at coeducational high schools with that of females in all-girl schools. The study also compared differences between males and females regarding career goals and influences as measured by responses to an open-ended questionnaire. Subjects included 720 juniors and seniors enrolled in advanced math and science courses at the two types of institutions.

A qualitative analysis revealed no differences between the two female groups concerning career goals and influences; however, a large disparity was noted between the percentages of females enrolled in these courses at the two types of institutions. Differences were also noted between the genders concerning career goals and influences.

The researchers concluded that attendance at single-sex schools seems to provide more females with positive self-esteem and high career aspirations.

**11:00 a.m. - 11:50 a.m. THE POSITIVE IMPACT PROGRAM (PIP) FOR AT-RISK BLACK MALES (Symposium)..... Bayou Jean Lafitte III**

**Organizer:** Charles R. Cobbs and Odell McCallum, Wynne (AR) Public Schools

**Presenters:** "OVERVIEW"  
Odell McCallum, Wynne (AR) Public Schools

The Positive Impact Program (PIP) was organized to help at-risk black males in kindergarten through grade 8. Included in the presentation is the development and organization of PIP to address the needs of at-risk students. Additional topics include program objectives, selection criteria, community support, and funding sources.

**"PIP ADVISORS"**  
John M. Enger, Arkansas State University

Sixteen black men from the community began the Positive Impact Program and serve as PIP advisors. Videotape interviews of the men provide insight to their motivation for the program and commitment to the PIP participants.

**"PIP PARTICIPANTS"**  
Charles R. Cobbs, Wynne (AR) Public Schools

Teachers identify at-risk students invited to participate in PIP. These recommendations are based on their home situation and ratings on eight at-risk characteristics. Most PIP participants come from one-parent homes, receive free meals at school, have low self-esteem, and are behind their age peers in school performance.

**FRIDAY, NOVEMBER 12, 1993**

**"PIP ACTIVITIES"**

Freddie McGill, Cross County (AR) Public Schools

Along with weekly meetings with the boys concerning school work and problems they may be having, PIP members often meet on weekends to aid the elderly by cleaning their yards and doing other chores. Other activities have included canvassing the community to pass a library bond issue; planting, cultivating and harvesting crops; visiting interesting places and events; and listening to various role model speakers.

**"PROGRAM OUTCOMES"**

D. Lynn Howerton, Arkansas State University

Summary information has been collected over several years about the performance of these at-risk students. Outcome measures include class grades, standardized test scores, locus of control, self-esteem, parental verbal interaction, and teacher ratings of at-riskness. Additional anecdotal information provides illustrations of the impact of the program on the behavior of these at-risk students.

**1:00 p.m. - 4:50 p.m. KAUFMAN WORKSHOP.....Bayou Jean Lafitte**

**"INTELLIGENT TESTING WITH THE WISC-III"**

Alan S. Kaufman, The University of Alabama

This post-MSERA workshop is an extra cost program to help school psychologists, counselors, and other human service workers understand the changes to the Wechsler Intelligence Scale for Children-III (WISC-III) and enhance their skills in writing and interpreting WISC-III reports. The workshop will cover the pros and cons of the WISC-III, how David Wechsler would have evaluated the WISC-III if he were still alive, relationship of the WISC-III to the WPPSI-R and WAIS-R, evaluation and interpretation of its new four-factor structure, its use with gifted and retarded children and adolescents, and a summary of the key research during the past 20 years as it relates to WISC-III interpretation.

Alan Kaufman is the co-author of eight published tests including the highly successful Kaufman Assessment Battery for Children (K-ABC), the Kaufman Test of Educational Achievement (K-TEA), and the Kaufman Adolescent and Adult Intelligence Test (KAIT). He is also the author of several books, including *Intelligent Testing with the WISC-R* and *Assessing Adolescent and Adult Intelligence*. He worked with Dr. Wechsler on the development of the WISC-R. Dr. Kaufman is currently co-editor of the MSERA journal, *Research in the Schools*.

**Refreshment breaks at 2:00 p.m. and 3:00 p.m.**

**7:00 p.m. - 9:00 p.m. DINNER, JAZZ CRUISE.....Steamboat Natchez  
(Board at 6:00 p.m.) (Toulouse St. Wharf)**

**MSERA CONSTITUTION AND BYLAWS**

**CONSTITUTION AND BYLAWS OF THE MID-SOUTH  
EDUCATIONAL RESEARCH ASSOCIATION  
(As Amended November 12, 1992)**

**CONSTITUTION**

**ARTICLE I**

**NAME AND MEMBERSHIP**

The organization shall hereafter be known as the Mid-South Educational Research Association. Any person who supports the purposes of the Association shall be eligible for membership and shall be an active member in this organization upon payment of annual dues as provided in the bylaws.

**ARTICLE II**

**PURPOSES**

The Mid-South Educational Research Association shall be a non-profit incorporated educational organization whose purposes are to encourage quality educational research in the Mid-South and to promote the application of the results of quality educational research in the schools.

Said corporation is organized exclusively for educational and scientific purposes; i.e., as a non-profit educational organization whose purpose is to encourage and provide results of quality educational research in elementary and secondary schools and in institutions of higher learning, including, for such purposes, the receipt of donations and books to further educational research and the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954 (or the corresponding provisions of any future United States Internal Revenue Law).

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170 (c) (2) of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law).

In the event of dissolution of the corporation, any assets remaining after paying all liabilities shall revert to and become the property of an organization which is qualified under section 501 (c) (3) of the Internal Revenue Code of 1954 amended.

**ARTICLE III**

**INCORPORATION**

The Association shall be incorporated upon provision of the laws of the State of Mississippi.

## ARTICLE IV

### OFFICERS AND TERMS OF OFFICE

**Section 1.a.** The governing body of the Association shall consist of a President, Vice-President/President-Elect, Secretary-Treasurer, Immediate Past-President, Directors, and Executive Secretary, who are members of the Association. These officials shall constitute the Board of Officers and Directors of the Association (hereafter called the Board of the Association). The term of office for each elected official shall begin on the first day of the calendar year following election to the Board of the Association.

b. The Directors shall consist of four members at large; one from among the representatives of elementary-secondary schools; one from among the representatives of the State Departments of Education; and one from each of the constituent states.

**Section 2.a.** The Officers of the Association who serve as Vice-President/President-Elect and Secretary-Treasurer shall be elected at the Annual Meeting of the Association to terms of one year for the Vice-President/President-Elect and two years for the Secretary-Treasurer. The Vice-President/President-Elect shall succeed automatically to the office of President for a term of one year upon completion of a term as a Vice-President/President-Elect or upon the occurrence of a vacancy in the office of President. Each officer shall serve until a successor assumes office except for the Vice-President/President-Elect who would succeed to the office of President due to a vacancy in the office.

b. The Directors of the Association shall be elected for a term of two years. The Directors elected at large, the Director representing the elementary-secondary schools, and the Director representing the State Departments of Education shall be elected at the Annual Meeting during odd-numbered years, and the Directors representing the states shall be elected at the Annual Meeting during even-numbered years. Each Director shall serve until a successor assumes office.

c. All elective Officers and Directors will be eligible for reelection to the offices that they hold for one additional term except the Vice-President/President-Elect, who is restricted to one term, and the Secretary-Treasurer, who is not restricted as to the number of terms served.

d. In case a vacancy occurs in the office of Secretary-Treasurer or among the Directors, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association. If a vacancy occurs in the office of Vice-President/President-Elect, the office will be filled by election at the next Annual Meeting of the Association. Any person who is named to fill an unexpired term shall be eligible for election to the office to which the appointment is made.

**Section 3.** The Immediate Past-President of the Association shall be an ex officio voting member of the Board of the Association and shall serve during the term of office of the successor as President.

**Section 4.** The Board shall appoint an Executive Secretary of the Association who will be an ex officio non-voting member of the Board and will serve at the pleasure of the Board.

**Section 5.** The President, Vice-President/President-Elect, Secretary-Treasurer, and Immediate Past-President shall constitute the Executive Committee of the Board. ***The Executive Secretary will serve as an ex officio non-voting member of the Executive Committee.***

**Section 6.** The Officers, Directors and Executive Secretary of the Association shall be residents of the constituent states during their terms of service on the Board. Any vacancy on the Board that occurs as a result of a failure to comply with this requirement shall be filled in the manner prescribed herein for the respective office.

## ARTICLE V

### MEETINGS OF THE BOARD OF THE ASSOCIATION

The Board of the Association shall hold at least two meetings per year at sites designated by the President. One meeting shall be held for the purpose of outlining and planning activities for the Association's Annual Meeting including the program for the Association, approving the annual budget, approving changes in the constitution and bylaws, and discussing such other matters of business that need to be addressed at that time. The second meeting shall be held prior to the Annual Meeting of the Association for the purpose of finalizing program plans, acting upon proposed changes in the constitution and bylaws, and conducting such other business as the President or other members of the Board may deem necessary.

## ARTICLE VI

### NOMINATION AND ELECTION OF OFFICERS AND DIRECTORS

**Section 1.a.** A slate of nominees for Officers and Directors to be elected at the Annual Meeting of the Association will be named by a committee appointed by the President and composed of equal representation from each of the constituent states.

**b.** Nominations for any position may be made to the committee by any active member of the Association, provided that the member secures (1) the written permission of the nominee and (2) the signatures of four other active members endorsing the nomination. The committee shall establish and announce a deadline for receiving nominations.

**Section 2.** The nominating committee shall announce the nominations for all positions, direct the preparation of ballots, and conduct the election. The President will announce the results of the election at the business session of the Annual Meeting of the Association.

**Section 3.** The elective Officers and Directors of the Association shall be named by secret ballot of the members attending and voting at the business session of the Annual Meeting of the Association. A majority of the votes cast shall be required to elect Officers and Directors except for the Directors elected at large. A plurality of the votes cast on ballots for Directors elected at large shall be required for election.

**Section 4.** Each Director representing a constituent state shall be elected by the members of the Association who are from the state represented by the respective Director.

## ARTICLE VII

### MEETINGS OF THE ASSOCIATION

The Association shall hold an annual meeting at such time and place as is designated by the Board of the Association.

## ARTICLE VIII

### BYLAWS

The Association may adopt such Bylaws as are necessary for its operation by a majority of the active members present and voting at any Annual Meeting of the Association. Such Bylaws shall not be in conflict with the provisions of this constitution. Bylaws or their modification may be proposed by an active member of the Board of Directors or any active member of the Association.

## ARTICLE IX

### AFFILIATIONS

A state research association whose members are desirous of promoting the purpose of this Association and sharing in its work may become affiliated with this organization as provided in the Bylaws.

## ARTICLE X

### AUTHORITY FOR CONDUCTING MEETINGS

**Section 1.** Robert's Rules of Order shall serve as the guide to be followed in conducting all regular and special meetings of the Association and the Board of the Association. At the beginning of each session, the President will name a parliamentarian to advise on all parliamentary questions during the meeting.

**Section 2.** This constitution shall go into effect immediately upon acceptance by a three-fourths majority vote of the members of the Board of the Association attending and voting at a regular Board meeting and by a three-fourths majority vote of the members attending and voting at a regular meeting of the Association.

## ARTICLE XI

### AMENDMENTS

**Section 1.** This constitution may be amended at any time by written recommendations of any active member, provided that (1) the member secures signatures of four other members to the proposed amendment, (2) the member submits this petition to the Board of the Association for action no less than six months prior to the Annual Meeting of the Association, (3) the amendment is approved by a two-thirds majority vote at a minimum of two meetings of the Board, and (4) the amendment is approved by a two-thirds majority vote of the active members attending and voting at the Annual Meeting of the Association.

**Section 2.** The activities of the Association shall be regulated by the Bylaws. These may be amended at any Annual Meeting by a majority vote of those present and voting, provided that written notification of the prospective amendment has been given to the members prior to the Annual Meeting.

## BYLAWS

### ARTICLE I

#### CONSTITUENT STATES OF THE ASSOCIATION

The constituent States of the Association include Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee.

## ARTICLE II

### DUTIES OF THE OFFICERS AND DIRECTORS OF THE ASSOCIATION

**Section 1.a.** The President shall preside at all regular and special meetings of the Association and all regular and special meetings of the Board, or shall designate an individual to assume this responsibility.

**b.** The President shall ensure the coordination of all activities of the Association through cooperative efforts with the Executive Secretary, shall represent the Association at all regular and special functions, shall speak for the Association at all times while serving as President, and shall prepare the annual budget.

**c.** The President shall appoint committees of the Association as necessary to perform specific responsibilities with the chair of each committee serving as a non-voting representative to the Board.

**d.** The President shall appoint editors for the Proceedings of the Annual Meeting and any periodic publications of the Association with each editor serving as a non-voting representative to the Board.

**Section 2.a.** The Vice-President/President-Elect shall assist the President at all times. In the case of the resignation or incapacity of the President, the Vice-President/President-Elect shall assume the office of President and complete the unexpired term. In such case, the Vice-President/President-Elect shall also serve the subsequent full term as President that would have accrued by succession to the office.

**b.** The Vice-President/President-Elect shall be responsible for the preparation and dissemination of current revisions and additions to the Operations Manuals of the Association. These materials shall be distributed at biannual meetings of the Board and the committee chairpersons as appropriate.

**Section 3.a.** The Secretary-Treasurer shall conduct the correspondence for the Association, keep minutes and records for all regular and special meetings of the Association, keep minutes and records for all meetings of the Board, keep account of and report all monies received, write checks as authorized by the Board, and supervise registration at the Association's Annual Meeting.

**b.** The Secretary-Treasurer shall prepare and distribute minutes to the Board Members for any regular and special meetings within six weeks after the conclusion of each meeting. Unless there is written notice from any Board Member within four weeks after the distribution of the minutes concerning errors in the minutes, these shall become the official record of the proceedings of the meeting upon approval by the Executive Committee of the Board.

**c.** The Secretary-Treasurer shall prepare and submit the books of the Association for an annual audit to be conducted after the close of the business year by an active member, other than the incoming or outgoing Secretary-Treasurer, appointed by the incoming President.

**Section 4.** The Directors elected at large shall attend all regular and special business meetings of the Board, stimulate interest in the membership of the Association and perform such responsibilities as are designated by the President.

**Section 5.** The Directors who represent the elementary-secondary schools and the State Departments of Education shall attend all regular and special meetings of the Board, coordinate activities within these groups, actively solicit memberships in the Association from their respective groups, and perform such responsibilities as are designated by the President.

**Section 6.** The Directors who represent the various states shall attend all regular and special meetings of the Board, solicit memberships in the Association from their states, and perform such responsibilities as are designated by the President.

**Section 7.a.** The Executive Secretary shall be responsible for coordinating the work of the Association and serving as advisor in all activities of the Association.

b. The Executive Secretary shall provide liaison with other professional organizations and entities on behalf of the Association.

c. The Executive Secretary shall provide a repository of historical documents and records of the Association.

d. The Executive Secretary shall maintain a current compilation of the policies and procedures approved by the Board.

e. The Executive Secretary shall maintain records of membership for the Association.

f. The Executive Secretary shall perform business and communication functions of the association as directed by the Board.

**Section 8.a.** The Executive Committee of the Board will meet on call of the President of the Association. The committee shall have general supervision of the affairs of the Association between meetings of the Board, shall make recommendations to the Board on any matters affecting the Association, and shall perform such other duties as the Board may assign to the Executive Committee.

b. Notice of all meetings of the Executive Committee and actions taken at these meetings shall be reported promptly to the entire membership of the Board. Actions of the Executive Committee shall be in conformity with these Bylaws and shall be subject to approval of the Board at its next meeting.

### ARTICLE III

#### MEMBERSHIP DUES AND OTHER FEES

The Board of Directors has the authority during any budget year to establish the annual dues and also fees effective the subsequent year.

### ARTICLE IV

#### BOARD OF DIRECTORS

The absence of a Board Member from two meetings during a term of office shall constitute grounds for declaring the office vacant. In such case, the Board shall determine the reasonableness of the absences. If the Board deems that the absences are without merit, it shall declare the office vacant. In the case of an elective office except for the office of Vice-President/President-Elect, the successor to fill the vacancy shall be named by a majority vote of the Board of the Association.

## ARTICLE V

### AFFILIATION WITH THE ASSOCIATION BY STATE RESEARCH ASSOCIATIONS

**Section 1.** The Association may establish affiliate relationships with state research associations in the Association's region that promote the purposes of the Association.

**Section 2.a.** The Association shall act on a request for affiliation by a state research association upon the submission to the President of the Association of a petition requesting affiliation which has been approved by the membership of the state research association and a copy of the constitution and bylaws of the state research association.

**b.** The establishment of an affiliate relationship between the Association and a state research association must be approved by a majority vote of the members of the Board of the Association attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

**Section 3.a.** The affiliate relationship between the Association and a state research association shall have as a provision that each organization may appoint a non-voting representative to serve on the board of its affiliate organization. The appointment of the Association's representative to an affiliated state research association shall be made by the President. The appointment of the state research association representative to the Board of the Association shall be made in the manner prescribed by the state research association.

**b.** The association and an affiliated state research association shall distribute to the Officers and Directors of the other organization the communications and publications prepared for the Officers and Directors of the respective organizations.

**c.** The Association and an affiliated state research association shall advise their members of the activities of both organizations. Each organization shall encourage membership and participation in the other organizations by persons from the state served by the state research association.

**d.** The Association and an affiliated state research association may cite their affiliation with each other where appropriate and desirable. The Association shall be identified as the senior organization because of its multi-state, regional scope.

**e.** The affiliation between the Association and a state research association shall not infringe upon the autonomy of either organization nor cause either organization to incur any responsibility for the financial obligations of the other organization.

**f.** The affiliation between the Association and a state research association may be terminated at any time by the decision of either organization. The decision by the Association to terminate the affiliation with a state research association must be approved by a majority vote of the members of the Board attending and voting at a Board meeting and a majority vote of the members of the Association attending and voting at the Annual Meeting of the Association.

**g.** Membership of an individual in either the Association or an affiliated state research association shall not constitute nor imply membership in the other organization.

## ARTICLE VI

### ARCHIVES OF THE ASSOCIATION

**Section 1.** The Board of the Association may designate one or more educational agencies and/or institutions to serve as official archives of the Association.

**Section 2.a.** The establishment of archives for the Association shall require approval by a majority vote of the members attending and voting at any regular Board meeting.

**b.** Archives shall be established by entering into a formal agreement between the Association and an educational agency or institution that includes specifications of the materials to be placed in the archives, the operational procedures for maintaining the archives, the services to be provided for users, and other matters as determined by the Board and the agency or institution.

**c.** Any educational agency or institution that maintains archives for the Association shall be located within the Association's region.

**Section 3.a.** An educational agency or institution that maintains archives of the Association shall comply fully with the specifications in the agreement with the Association. Failure to comply with these specifications will constitute cause for termination of the agreement by the Association.

**b.** The archives must be organized and maintained in such manner that the contents are readily identifiable, accessible, and retrievable to serve users.

**c.** A report on the status and operation of the archives shall be made at least annually to the Board by the agency or institution that maintains archives of the Association.

**Section 4.a.** The agreement between the Association and an educational agency or institution that maintains archives for the Association may be terminated by a decision of either party.

**b.** A decision by the Board of the Association to terminate such an agreement must be approved by a majority vote of the members attending and voting at any regular Board meeting.

**c.** Written notification of termination by either party shall be given to the other party and must include a delineation of the reason for the decision.

**PAST PRESIDENTS OF MSERA,  
AND  
PREVIOUS RESEARCH PAPER AND  
DISSERTATION/THESIS AWARD WINNERS**

## PAST PRESIDENTS OF MSERA

1992.....	Judith A. Boser
1991.....	Gypsy Abbott Clayton
1990.....	John R. Petry
1989.....	Carl R. Martray
1988.....	Carolyn Williams
1987.....	William Deaton
1986.....	John Thornell
1985.....	Carolyn Reeves-Kazelskis
1984.....	Robert Rasmussen
1983.....	Ronald Adams
1982.....	James McLean
1981.....	Neil Amos
1980.....	Harry L. Bowman
1979.....	Bob Bills
1978.....	Charles Babb
1977.....	Doug McDonald
1976.....	Virginia Horns-Marsh
1975.....	Fred K. Bellott
1974.....	George Gaines
1973.....	Walter Matthews

**PREVIOUS RESEARCH PAPER AND DISSERTATION/  
THESIS AWARD WINNERS**

**Outstanding Research Paper Award**

- 1992..... B. A. Nye, C. M. Achilles, J. Zahorias, D. Fulton,  
and M. Wallenhorst
- 1991.....Robert L. Kennedy, Jianliang Wang, and Gene Harryman
- 1990.....Marion Dana, Anthony Scheffler, Mark Richmond,  
Sandra Smith, & Howard Draper
- 1989.....Jeffrey Gorrell
- 1988.....James McLean and Alan Kaufman
- 1987.....Larry Webber, Bruce Thompson, and Gerald S. Berenson
- 1986.....Joan M. Butler, David DeRuzzo, John P. Wollenberg,  
and Herbert M. Handley
- 1985.....Charles M. Achilles and M. Nan Lintz
- 1984.....James Flaitz
- 1983.....James M. Prater, Jr.
- 1982.....Debra Joyce Steele
- 1981.....Linda Newby
- 1980.....Ruth Bragman
- 1979.....Charles E. Standifer and Ernest G. Maples
- 1978.....Robert E. Bills
- 1977.....Robert H. Bradley and Bettye M. Caldwell

**Herbert Handley Dissertation/Thesis Award**

- 1992.....Michele G. Jarrell
- 1991.....Margaret L. Glowacki

**PREVIOUS RESEARCH PAPER AND DISSERTATION/  
THESIS AWARD WINNERS  
(Continued)**

**Distinguished Dissertation/Thesis Award**

1990.....	Kevin Hughes
1989.....	Gloria A. Turner
1988.....	Soo-Back Moon
1987.....	M. Nan Lintz
1986.....	Esther M. Howard
1985.....	Anne Hess

**MSERA Archives**

Papers presented at the Annual Meeting of the Mid-South Educational Research Association are filed in the MSERA Archives at the Mitchell Memorial Library at Mississippi State University. Copies of papers may be obtained subsequently for a nominal fee by calling the Special Collections Room at the library at (601) 325-7680.

**INDEX OF PARTICIPANTS**

## INDEX OF PARTICIPANTS

Abbott, Gypsy.....	31	Bol, Linda.....	135
Achilles, C. M.....	2,108	Bolding, James.....	57
Adamson, Kelly L.....	80	Bond, Carole.....	111
Addington, Brenda.....	8,76	Bond, Stephanie J.....	13
Alexander, William.....	60	Bordener, Mary Kay.....	51,90
Al-Khatib, Anisa.....	127	Boser, Judith A.....	70,90
Allen-Haynes, Leeta.....	49	Boutwell, Lydia.....	19,73
Amos, Arlene.....	43	Bowles, Shirley J.....	51
Amos, Neil.....	35	Bowling, John.....	99,125
Andero, Abraham.....	65,89	Bowman, Harry L.....	65
Anderson, George.....	134	Boyd, Pamela.....	82
Anderson, Rhydonia.....	23	Boyd-Zaharias, Jayne.....	2,108
Anderson, Robbie J.....	114	Bradley, Mary Jane.....	116
Anderson-Stuart, Jeanette L.....	83	Bradshaw, Martha E.....	89
Armstrong, Anne-Marie.....	26,47,54,116	Brant, Rhett K.....	79
Arnold, Mitylene.....	8	Branton, Camille B.....	30,50
Asbury, David T.....	16	Bretz, Deborah.....	59
Askins, K. Brent.....	85	Brightwell, D. Shelby.....	134
Atchison, Leigh A.....	79	Brock, Dana R.....	33
Atkins, Kathleen.....	88	Brodney, Bruce.....	104,131
Atwood, Karen.....	115	Brodney, Sandra Buntrock.....	100,104
Avery, Virginia W.....	41	Broom, Sarah.....	11
Ayers, Jerry B.....	78	Brown, M. Mae.....	78
Bagley, Tammie G.....	126	Brown, William Alan.....	33
Bain, H. P.....	108	Burling, John.....	33
Baker, E. H.....	18	Burns, John L.....	25,56,102
Balam, Baxish S.....	124	Burroughs, Robert G.....	74
Baldwin, Beatrice.....	36,45	Burry-Stock, Judy.....	127
Balgopal, Ramaswamy.....	36	Burson, Debbie.....	130
Barisa, Mark T.....	18,97	Butler, E. Dean.....	1,32,43
Barnette, Jack.....	23	Butler, James N.....	37
Barrett, Michelle.....	39	Butler, Joan.....	15
Barry, Kay.....	124	Butler, Marcia.....	119
Barry, Nancy H.....	85	Byrne, Robert L.....	77,102
Baskin, Maryan K.....	3	Byrne, Shirley M.....	102
Bauch, Patricia A.....	29	Cagle, Lynn.....	91
Beach, Robert.....	32	Calais, Gerald.....	78
Behrens, Richard.....	104	Callahan, Teresa R.....	51
Beal, Gloria C.....	12	Calvery, Robert S.....	10
Belk, Jo Ann.....	78	Campbell, Kathleen T.....	136
Bell, David.....	10,15	Campbell, Mary Michael.....	95
Bell, Debbie.....	15	Campeau, Denis.....	26
Benton, Gary J.....	3,26	Carpenter, H. H.....	38
Bigham, Sandi S.....	31	Carpenter, Margaret.....	47
Bishop, Harold L.....	16,36,55,113,124	Carr, Sonya C.....	128
Blake, Patricia Clark.....	6,48,120	Casey, Jason.....	111,112
Blendinger, Jack.....	6,83	Chapman, Ann D.....	128
Blowers, Sally.....	119	Chapman, Kendall.....	5
Bobbett, Gordon C.....	42,64,66	Chauvin, Sheila W.....	68
Bobbett, Nan C.....	66	Chissom, Brad S.....	27,109
Bogan, Margaret B.....	62,130	Christenberry, Nola J.....	25,44,85
Bogatin, Nancy E.....	30	Christian, Linda Garris.....	15,47,76
Bogotch, Ira E.....	49,61,110,131,132	Clark, Debbie D.....	59

## INDEX OF PARTICIPANTS

Clark, Karen L.....	45	Dresden, Judith.....	133
Clark, Steven.....	98	Dunn, Caroline.....	46
Clawson, Kenneth.....	118, 134	Dunn, Charles.....	39
Clayton, W. Donald.....	52	Dwyer, Evelyn E.....	84
Cline, Tami H.....	46	Dyal, Allen B.....	116
Coats, Linda T.....	6	Dyer, Jim.....	28
Cobbs, Charles R.....	22, 114, 136	Easterday, Kenneth E.....	86
Cobern, Melissa.....	33	Easton, Stanley E.....	62, 130
Cochran, Keith.....	65	Eichenberger, Carolyn J.....	20
Cole, Mary Catherine.....	120	El-Amin, Cassandra.....	110
Connell, Peggy H.....	43	Elsberry, Cynthia C.....	55
Cornelious, Linda.....	112	Ellett, Chad D.....	68
Correro, Gloria C.....	43	Enger, John M.....	22, 90, 102, 114, 136
Cortner, Robert.....	4	Ernest, Patricia S.....	41
Couch, Jody.....	120	Essex, Nathan L.....	32
Counce, Beth H.....	127	Evans, Cay.....	136
Courtney, Daria T.....	71	Evans, Elizabeth D.....	20
Courtney, Michael B.....	71	Evans, Janet.....	43
Cramer, Mary Kay.....	115	Evers-Lush, Mary Jean.....	89
Criswell, Diana.....	23	Fang, Kwoting.....	92, 133, 134
Crone, Linda J.....	42, 72, 86	Ferguson, Patrick.....	67
Crowell, Bernice N.....	97	Ferguson, William F.....	3
Cuevas, Phyllis.....	12	Ferrell, Charlotte M.....	130
Currie, Paula S.....	128	Flaitz, Jim.....	35
Dahmes, Victoria.....	132	Ford-Richards, Jane M.....	112
Dana, Marion E.....	110	Fortune, Jim C.....	78, 96, 98
Daniel, Larry G.....	1, 25, 87, 130	Fowler, Charles A.....	6
Daniel, Thomas D.....	116	Fowler, Rachel B.....	41
Davenport, Donna.....	126	Franklin, Bobby J.....	42, 57, 72, 86
Davenport, Mark.....	34	Franks, Melvin E.....	6, 38, 84
Davidson, Betty M.....	28	Franks, Susan T.....	22
Davidson, Charles W.....	1, 99	French, Russell L.....	42, 55, 64
Davis, Barbara D.....	135	Funderburk, Mary W.....	107, 129
Davis, Ed.....	62, 81	Gahr, Judith.....	49
Davis, Frieda Kalb.....	107	Galarza-Hernandez, Aitza.....	123
Davis, Louise E.....	3	Garner, Howell C.....	5
Davis-Wiley, Patricia.....	90	Gee, Jerry Brooksher.....	68, 88
Deaton, William L.....	13	George, Thomas W.....	51, 90, 91
Degolyer, John H.....	12	Gettys, Cynthia M.....	59, 76
Delgado-Acosta, Bernadette.....	26, 123	Ghose, Chhanda.....	17
Dell, Geralyn.....	17	Giesen, Judy L.....	119
DeMaine, Virginia.....	113	Gifford, Vernon.....	62, 96
Dempsey, John V.....	33, 47	Giles, Frank L.....	58, 99
de Mesquita, Paul B.....	71	Gilley, William F.....	33, 36, 54
Dennings, Bruce.....	94	Gipe, Joan P.....	115
Denny, George.....	57	GlascocK, Catherine H.....	42, 72, 86
Dickinson, Gerald.....	8, 25	Glowacki, Margaret L.....	19, 109
Dietrich, Amy P.....	45	Goldring, Ellen B.....	29
Doak, Linward.....	128	Golovin, Roselyn Ward.....	135
Doebler, Leland K.....	71	Gores, Cathryn.....	27
Dorothy, Wayne.....	66	Gorrell, Jeffrey.....	34, 67, 94
Dowing, Jan E.....	62	Greene, Diane.....	133
Draper, Nancy M.....	121	Griffin, Harold E.....	27, 50

## INDEX OF PARTICIPANTS

Grigsby, Donald L.....	9,35	Ivie, Doris.....	120
Groves, Fred.....	58	Jackson, Robert R.....	80
Grymes, Joanna M.....	44, 115	Jackson-Fields, Myrtice E.....	9
Gunigundo, Sylvette.....	74	Jacobs, Mary Ann.....	107
Gunter, Glenda.....	62	Jarrell, Michelle G.....	109
Gupton, Sandra L.....	15, 25, 108	Jefferson, Franklin.....	99
Hale, Judy A.....	12, 97	Johnson, Brenda.....	111, 112
Hall, Anita H.....	12	Johnson, Carol W.....	19
Halpin, Gerald.....	10, 81, 92	Johnson, Charlene.....	16
Halpin, Glennelle.....	10, 67, 81, 92	Johnson, Colleen Cook.....	106
Halpin, Regina F.....	86	Johnson, J. T.....	3
Hamilton, Anne C.....	70	Johnson, Victoria.....	109
Hardy, Clydean.....	122	Jones, Craig H.....	6, 11, 23, 46, 48, 63, 108, 115, 120, 126
Hare, R. Dwight.....	43, 134	Jones, Franklin B.....	11
Harlan, Joan C.....	8	Jones, J. Reid.....	66, 74, 88
Harmon, Michelle.....	48	Jones, Linda.....	51
Harris, Jimmy Carl.....	61, 94	Jones, Louise J.....	39
Hartshorn, Robert H.....	31	Kappelman, Susan.....	130
Harwell, Sharon H.....	117	Kaufman, Alan S.....	36, 112, 137
Hawkins, Mary Ruth Reynolds.....	15, 19, 103	Kawai, Yasushi.....	101
Haydel, Juanita.....	1, 54	Kazelskis, Richard.....	104, 121, 129
Haygood, E. Langston.....	131	Kellogg, Don H.....	5, 31, 68
Head, L. Quinn.....	17, 55	Kelly, Susan M.....	45
Hebblar, Stephen W.....	37	Kemp, Leroy.....	83, 99
Heflin, David.....	98	Kennedy, Eugene.....	29
Henderson, Alberta.....	6	Kennedy, Robert L.....	28, 100
Henderson, Janet C.....	14, 38	Kennedy, Rosa L.....	68, 70, 119, 120
Hertzell, Roderick.....	80, 93	Kenney, Gordon E.....	43, 69
Hewitt, Patricia B.....	57	Kersh, M. E.....	100, 104, 105
Hickin, Nancy L.....	85	Kher-Durlabhju, Neelam.....	59, 78, 87
Hill, S. Kay.....	36	Kim, JinGyu.....	117, 118
Hinton, Samuel.....	8, 75, 76	Kimberling, Diana.....	4
Hodges, Michael.....	126	Kochan, Susan E.....	29, 42, 72, 86
Hoewisch, Allison.....	104	Kolodinsky, William.....	125
Hofwolt, Clifford A.....	4, 30	Kritsonis, W. A.....	16
Holbrook, Jon.....	10	Kromery, Jeffrey.....	130
Holbrook, Marla.....	10	Krosp, James.....	109
Holcombe, Bettye P.....	40, 96	Krystek, Dennis.....	4
Holland, Carolyn.....	18, 97	Kuehne, Carolyn.....	53
Holland, Glenda.....	18, 60, 61, 74, 91	Lacefield, Jim.....	127
Holt, Mary Ann.....	76	Lacina-Gifford, Lorra J.....	78, 87
Homan, Evelyn.....	22	Lacour, Eileen.....	129
Horne, Herbert R.....	21	Land, Elizabeth R.....	91
Horton, Jim.....	15	Land, Warren.....	91
Houston, Holly.....	67, 69	Lawler-Prince, Dianne.....	44, 115, 122
Howerton, D. Lynn.....	22, 90, 114, 137	Larkin, Martha J.....	19
Hubbard, Susan S.....	56	Lassner, Lee M.....	24
Huffman, Suzanne B.....	7, 93	Layne, Benjamin.....	80
Hwang, Young Suk.....	34	Lebert, Linda.....	1
Impey, William D.....	14, 41	LeCluyse, Katie.....	54
Iran-Nejad, Asghar.....	64, 65, 101, 131	Lessley, Dorothy J.....	19
Isbell, Clinton H.....	45	Leung, Esther.....	44
Isom, Bess A.....	33		

## INDEX OF PARTICIPANTS

Lewis, Barbara A.....	72	Moore, Ramona C.....	61
Lewis, Veronica.....	39	Morris, Shelley.....	108
Lin, Doris.....	133	Morrison, Donna.....	119
Lindow, Dan.....	53	Morse, David T.....	2
Lindsey, Jimmy D.....	17,55	Morse, Linda W.....	2,48
Litchfield, Brenda.....	26	Munn, Leslie.....	4
Lockwood, Robert E.....	37,52	Murthy, Kavita.....	123,126
Loftin, Lynn Baker.....	17	Napier, Georgia.....	107,123
Long, Roberta.....	75	Napier, T. Lee.....	12,49,107
Long, Sandra W.....	110	Nauman, Ann K.....	130
Lovedahl, Gerald G.....	45	Naylor, Dave.....	88
Lovell, Ned B.....	6,38	Nelson, Jorge O.....	7,14,40
Lucassen, Barbara.....	33	Newman, Nikki A.....	25
Luce, Chrislyn Zellars.....	27,104	Nichols, Suzanne H.....	34
Luce, Eric F.....	4	Nichols, Teresa M.....	59
Lumpkins, Bob.....	2,103	Nickey, John A.....	81
Luster, Jane Nell.....	132	Nolan, Rebecca.....	117
Maddox, Nancy A.....	12	Norton, Janet Lynn.....	70,95
Mainord, Jim.....	88	Nunnery, John.....	53,109,111,112
Mann, George.....	68	Nweke, Winifred C.....	20,42
Manning, Gary.....	75	Nye, Barbara A.....	2,63,108
Manning, Maryann.....	75	O'Bannon, Blanche W.....	114
Marini, Irmo.....	63	Obringer, S. John.....	97
Markus, Frank W.....	7	O'Connell, Ann Aileen.....	87
Marousky, Robert.....	47	Ogden, Darlene H.....	5
Martin, G. Holly.....	91	O'Neal, E. C.....	9
Martin, Nancy.....	36	O'Neal, Marcia R.....	27,37,80
Mask, David L.....	15,103	Ossont, Dawn M.....	14
Masztal, Nancy B.....	51	Ouder, Cliff.....	63
Mathews, Jerry G.....	60,62	Outlaw, Henry.....	98
Matula, Kathleen.....	122	Owen, Dean.....	73
McCabe, Donna Hagen.....	10	Owens, Vera A.....	73
McCallum, Odell.....	136	Oxford, Rebecca L.....	101,102
McCammon, Laura A.....	50	Packard, Abbott L.....	78,96,98
McCree, Herb.....	30,40	Paden, Raymond A.....	85
McElveen, Lee.....	12	Park, Jae-Seong.....	21
McFadden, Demarius.....	4	Parker, Fred.....	2,103
McGee, Barry.....	30	Park-Oh, Young Ye.....	101
McGill, Freddie.....	137	Parnicky, Bonnie.....	46
McGrath, Vincent R.....	67,94	Pate, Sarah S.....	70
McHaney, Jane M.....	14,41,52	Patrick, Lynne.....	13
McLean, James E.....	36,52,106,112,118	Patridge, Ron.....	74
McNeal, Mary C.....	113	Patti, Michael V.....	27
McNeely, Sonja R.....	11,76,125	Payne, Ruby.....	75
McShane, Kevin.....	124	Peck, Richard E.....	121
Mertz, Norma T.....	11,76,125	Petry, John R.....	16,39,40,69,75,124
Meza, Jr., James.....	17	Perez, Emilio.....	24,63
Miller, Edith.....	34	Pharo, Jann.....	28
Minder, Carolyn.....	39	Phillips, Jeanne.....	100
Mize, Tom.....	18,29,61,74	Pierce, Camilla Daffo.....	72
Mooers, Gary.....	8	Pierce, Judy C.....	28
Moon, Soo-Back.....	118	Pitmann, Janeann.....	75
Moore, Joyce.....	92	Pittman, Kathleen.....	87,127

## INDEX OF PARTICIPANTS

Poole, Bobbi.....	31	Shellburne, Mitch.....	66
Portis, Sarah C.....	5	Shelton, Aubrey W.....	8, 30, 96, 120, 121
Prewitt, Gray.....	35	Shepard, Richard G.....	73
Price, Donald.....	80, 119	Shows, James.....	38
Price, John.....	68	Siders, James A.....	7
Pugh, Ava F.....	58, 84	Sikka, Anjoo.....	30, 50
Pullen, Deborah B.....	37	Simpson, F. Morgan.....	5
Rakow, Ernest A.....	106, 129	Singh, Kusum.....	121
Ranagasamy, Ramasamy.....	17	Sistrunk, Kim.....	19
Rancifer, Jesse L.....	135	Sistrunk, Walter E.....	14
Randolph, Catherine H.....	91	Skinner, Christopher H.....	19, 79, 80
Rasmussen, Karen.....	33, 47, 54	Slate, John R.....	6, 11, 23, 24, 46, 48, 63, 108, 113, 115, 120, 122, 126
Reed, Dorothy D.....	117	Sledge, Alinda.....	66
Reeves, Shirley Smith.....	39	Slick, Gloria A.....	15, 24, 25
Reeves-Kazelskis, Carolyn.....	69, 100, 103, 104	Slimak, Marie.....	98
Reid, Janet.....	53	Sloas, Stacey.....	6, 48, 120
Richards, Janet C.....	115, 133	Smith, Constance K.....	22
Richardson, Gloria D.....	4, 9, 26, 73, 84, 93, 100, 129	Smith, Debra S.....	88
Richardson, Michael D.....	97	Smith, Dennie L.....	114
Richardson, Rita.....	20	Smith, Lana J.....	111, 112
Richmond, Mark G.....	110	Smith, II, W. S.....	81
Rieck, William.....	50	Smithson, Maleah.....	23
Riggs, Kim.....	34, 93	Snyder, Scott W.....	72
Riley, John F.....	70	Spencer, William A.....	82, 95
Ring, Tracey R.....	111	Sprabery, Carol A.....	89
Ringer, Merikay.....	117	Springer, Thomas P.....	110
Rivera, Debbie.....	53	St. John, Edward P.....	17, 28
Roane, Elnora Osborne.....	32	Staik, Irene.....	33
Roberson, Terry G.....	52, 71	Stallion, Brenda K.....	85
Roberts, Robbie B.....	44	Steen, James.....	98
Robinson, Adriane.....	89, 102	Steinmiller, Georgine.....	2, 103
Robinson, Jacqueline P.....	21, 56	Steele, D. Joyce.....	35
Robinson, Mary Ann.....	47	Steelman, Rose.....	28
Rogers, Patricia.....	60	Stockburger, Muriel.....	17
Romer, Gail H.....	107, 119	Stone, Jorenda.....	58
Rose, Lucinda H.....	94	Story, W. Ross.....	74
Ross, Steven M.....	3, 111, 112	Strage, Amy.....	135
Ross, Suzanne Brand.....	84	Sultana, Qaisar.....	2, 21
Rotzein, Andrea.....	126	Summers, Tracy Y.....	6, 83
Rowlett, Pamela B.....	25	Sumrall, Malenna A.....	37
Roy, Cynthia.....	131	Sutton, John.....	117
Satcher, Jamie F.....	79	Tarpley, Rudy S.....	27, 37, 60, 62, 65
Saul, Charles E.....	124	Tashakkori, Abbas.....	21
Saunders, Posey.....	112	Tatum, Billy G.....	98
Scipio, Julius.....	30, 40	Taylor, Vivian.....	99
Scoggins, A. June.....	124	Templeton, Carol J.....	85
Scott, M. Janine.....	100	Terry, Kay.....	28
Scriber, Charles R.....	77	Tesolowski, Dennis G.....	45
Shannon, David.....	82	Tessmer, Martin.....	80, 96
Shaver, Judy.....	12, 78	Thames, Dana G.....	69
Shaw, Jr., Edward L.....	113, 130	Thigpen, Carolyn.....	6
		Thomas, George.....	61

## INDEX OF PARTICIPANTS

Thompson, Bruce.....	94, 105, 122, 126	Walthall, Joe E.....	120
Thomson, William A.....	133	Wang, Jianlaing.....	86
Thornell, John G.....	74	Wang, Lin.....	48, 86
Tice, Gerald E.....	27	Wasserman, John D.....	122
Tishler, Anne G.....	34	Wear, Stella Brown.....	94
Tishler, J. Ward.....	57	Wesley, M. T.....	84
Torrie, Carol S.....	128	Wesson, Linda Hampton.....	56, 72
Towne, Kristen.....	123	West, Joan K.....	22, 35, 37, 51, 60, 62, 65, 81
Trentham, Landa.....	13	Whatley, Steve L.....	126
Tucker, Susan A.....	37, 95, 96	Wheeler, George.....	10
Turner, Catana L.....	132	White, Judy A.....	73
Turner, James S.....	3, 8	Whitener-Lepanto, Vicki.....	43
Turner, Kaye.....	37	Whorton, Jim.....	88
Turner, Melanie.....	127	Wieseman, Robert A.....	5
Twillie, Less Holmes.....	75	Wilkins, Cynthia W.....	10
Uline, Carol.....	130	Willerman, Marvin.....	58
Vacha-Haase, Tammie.....	126	Williams, Elaine.....	33
Valesky, Thomas C.....	7	Williams, Gerald R.....	9
Van Devender, Evelyn.....	115	Williams, John.....	41
Van Patten, James.....	57	Williams, Robert L.....	80
Vertress, Daniel R.....	52	Wilson, Katherine.....	14
Vincent, Pearl.....	99	Wilson, Ralph M.....	126
Volkman, Bea.....	65	Woodard, John R.....	80
Waggener, Anna T.....	22	Woodbury, Jackie.....	119
Walker, David W.....	7	Woods, Diane.....	71
Walker, Hugh.....	109	Worden, Tom.....	82
Walker, Linda K.....	100, 105, 129	Wu, Yi-Cheng.....	106
Wallman, Dwillis G.....	38	Yorozu, Miho.....	101
Walsh, Beverly Dolenz.....	133	Young, Brian.....	106
Walters, Mandy.....	96	Zhang, Zhicheng.....	64, 77
Walters-Kemp, Phyllis A.....	79	Zheng, Binyao.....	91
Walthall, Charlene.....	120	Zuelke, Dennis C.....	58